DOCUMENT RESUME

ED 198 270 CE 027 852

AUTHOR Moody, Ferman B., Ed.; Jordan, Joseph, Ed.
TITLE National Association for the Advancement of Black Americans in Vocational Education. NAABAVE Conference Proceedings, AVA Convention (Dallas, Texas, December 1-4, 1978).
INSTITUTION National Association for the Advancement of Black Americans in Vocational Education.
PUB DATE Jun 79
NOTE 98p.; For a related document see ED 173 582.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Affirmative Action; *Black Education; Black Influences; *Blacks; Black Students; Civil Rights Legislation; Educational Legislation; Equal Education; On the Job Training; *Participation; Policy; Racial Discrimination; Secondary Education; *Vocational Education; Youth Programs
IDENTIFIERS Bakke v Regents of University of California; Comprehensive Employment and Training Act; Florida (Miami); *National Assn Advancement Black Americans Voc Educ; Office of Civil Rights Guidelines

ABSTRACT

These conference proceedings present an overview of significant activities that took place at the National Association for the Advancement of Black Americans in Vocational Education (NAABAVE) forum during the American Vocational Association Convention in Dallas, December 1-4, 1978. The document is organized in two major sections: (1) the public hearing, with the theme "An Essential Beginning for Blacks in the Search for New Directions in Vocational Education," and (2) an overview of the business meeting. In the first section are these twelve presentations: The Birth of NAABAVE; Education for Everyone; An Overview of the Office of Civil Rights Guidelines for Vocational Education; The Involvement of Blacks in the Vocational Political Process; To Be Black and Qualified within Itself Is Not Enough; Implications of the Bakke Decision for Increasing Black Participation in Vocational Education; Increased Black Participation in Vocational Education Is a Must; Comprehensive Employment and Training Act Youth Programs in Miami, Florida; Realistic Parameters of Technical-Vocational Technical Training Programs within Affirmative Action Concepts; Remarks from the Executive Secretary; Remarks from the Deputy Commissioner; and the Presidential Address. The second section presents the minutes of the general business meeting, as well as reports from these Committees: Nominations; Program; Legislative; Research Development, and Evaluation; Public Relations; and NAABAVE. The financial statement is also provided. (YLB)

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NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF BLACK AMERICANS IN VOCATIONAL EDUCATION

NAABAVE

CONFERENCE PROCEEDINGS

AVA CONVENTION

DALLAS, TEXAS

DECEMBER 1-4, 1978

EDITED BY

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INTRODUCTION

The conference proceedings contained in this document represents the first time that black vocational educators have had a forum during an AVA Convention where their opinions, ideas, and observations could be presented in a very significant way. All NAABAVE program activities were well-attended, and a strong manifestation of interest and enthusiasm was exemplified by the 300-400 people that were involved.

The purpose of this document is to present an overview of the significant activities that took place during that convention. The document is organized into two major sections: (1) The public hearing with the theme, "An Essential Beginning for Blacks in the Search for New Directions in Vocational Education"; and, (2) An overview of the business meeting, including the various committee reports.

The public hearings were designed to provide an opportunity for members of NAABAVE, as well as supporters, to express their opinions and be heard on the crucial and critical issues that either hamper or facilitate black involvement in vocational education. While all of the presentations include thought-provoking ideas, within my judgement, special attention should be given to the presentations by Dr. Daniel Dunham, Deputy Commissioner of Vocational Education, and Dr. Wilbur Cheatham, Deputy Director of the Office of Civil Rights. Dr. Dunham made a strong commitment to NAABAVE, and Dr. Cheatham's presentation gives background data and observations that can be used by all of us in supporting arguments for our cause.

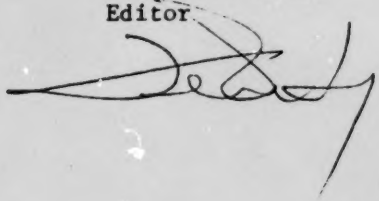
Our personal regrets are extended to Dr. Delores Johns and Dr. Coby Smith, who made significant presentations that were not recorded during the

sessions. Since I could not obtain a written copy of their presentations, and they were not recorded on the tapes, their speeches are not included in this document. This we regret.

We wish to express our special appreciation to persons that were responsible for making this program happen. Our special thanks goes to the Planning Committee members, and to Mr. Lester Kemp for recording the various sessions. We also would like to express our gratitude to all of those persons who took time from their busy schedules to prepare presentations and to travel to Dallas to be involved in a significant way in the program. Our special thanks is extended to Sandy Graham, Debbie Parsley, Susan Casey, and others for their untiring efforts in assisting to get this manuscript in its present form. The Executive Committee, officers, and the membership in general, are to be commended for rallying around the convention theme to make it a successful occasion.

We hope that each of you will find the document interesting and informative, and will plan to participate in all NAABAVE activities in the future, including the AVA/NAABAVE Convention in Anaheim in December, 1979.

Ferman B. Moody
Editor



PUBLIC HEARING PRESENTATIONS: THEME

"AN ESSENTIAL BEGINNING FOR BLACKS
IN THE SEARCH FOR NEW DIRECTIONS
IN VOCATIONAL EDUCATION"

Dr. Alan Sheppard
Associate Executive Director
Federal Council on the Aging
Washington, D.C.

THE BIRTH OF NAABAVE

During the fall of 1976, I took a trip to Washington, D.C. and discussed with Reginald Petty who was, at that time, the Executive Director of the Advisory Council on Vocational Education, the idea of convening a national conference that would address the problems of increased minority participation in vocational education. A few weeks went by and I didn't hear from Reg. Then I got a call from Dr. Maude P. Goldston, of the State Department of Education in Richmond, who said, "You know, I understand there is a possibility through the Education Professional Development Act that there has been a priority placed on looking at some of the needs of minorities in vocational education, and I think if you move very quickly, it might very well be that we can get in a proposal and get what you're asking for."

We did develop the proposal and, fortunately, we had a very good friend in Washington, D.C. in the Bureau of Occupational and Adult Education, Dr. William C. Young. He was helpful in getting the proposal funded. Maybe the circumstances, events and timing were just perfect for what took place.

The proposal called for a national conference on Increasing the Participation of Black Americans in Vocational Education, which was convened at VPI in Blacksburg, Virginia, in March of 1977. I cannot begin to explain the

feeling and the level of enthusiasm that overcame everyone who attended the conference.

There are all kinds of jokes about it's being held at Blacksburg; and, if you know anything about Southwest Virginia, Blacksburg isn't exactly what you'd call the minority capital of the world. It is lovely country, if you like mountains, clean air, cool weather and nice green grass. Nevertheless, there are some jokes about having blacks come to a place called Blacksburg, near another town called Lynchburg.

The meeting was indeed convened and, again, the enthusiasm was terrific. The promise that we felt for each other and what we were all about in that meeting is simply hard to imagine. I won't go into any details about that meeting, because what happened is part of history now. It's become known as the famous "Blacksburg Conference". Whenever that is mentioned in the field of vocational education, the feeling is automatic.

As a consequence of that conference, we were told by just about everyone who attended, "Let's not allow this thing to die -- we've got something, don't give up."

As Project Director of the conference, I convened several individuals from various parts of the country who had participated for a meeting on April 30, 1977, in Washington, D.C. I think the hotel was the Marriott, somewhere on Route 395, where this organization was born. At first I don't think the name was exactly what it is now, but somehow or other NAABAVE eventually became the name.

Why was it formed? It was formed because of our realization that blacks and other ethnic minorities in the broad field of vocational and technical education, in spite of the number of years that blacks and other ethnic minorities have been participating in AVA and then laboring in the field of vocational education, the limited number of persons participating in vocational education programs suggests that we were not getting an adequate piece of the action. Blacks were still on the outside looking in. Blacks who had some authority in terms of administrative leadership were basically either left on their own to "sink or swim".

The situation had to improve -- thus NAABAVE was born into a viable organizational effort designed to coalesce these concerns into one unified body. In that body rests this organization. I have a lot more to say about this organization and what it means, not only to black Americans, but other ethnic minorities, as well as to the total field of vocational education.

I will be commenting on those in my presidential address which will be very much later in the program this afternoon. Let me just encourage you to try to stick with the program this afternoon, and I don't have to tell you about the reception this evening. I certainly hope to see all of you there, as well as at our business meeting tomorrow morning. And with that, Ferman, we'll proceed with the program. Thank you.

The Honorable Frederick McClure
State Representative to U.S. Senator John G. Tower
Dallas, Texas

EDUCATION FOR EVERYONE

These are the bare facts--The educational needs of many of America's youth have not been met because those in policymaking positions have not taken the time to chart a course based upon identifying just what students need.

Too often we have wasted America's education resources, both manpower and financial wise, on social experiments that have failed miserably. We see individuals who have great dissatisfactions with our educational policies as evidenced by antibusing protests, textbook protests and teacher strikes. This, in turn, compounds the financial problems faced by school districts in a time when local property taxes have reached their saturation point. We seem to have forgotten that the monies used to run schools throughout this nation are taxpayer's dollars.

Therefore, we must clarify our objectives for education. We must arrange our priorities such that the goal of our school systems will be to provide all Americans with enough education to permit them to play useful, productive roles in our society.

Projections for 1985 indicate that many college graduates will have trouble getting a foothold in what is and will probably be a limited job market. Consequently, students are expected to increasingly flood classes that deal with "marketable skills." There can be no question but that the United States faces a NEW age in education. History indicates that even on the simplest levels of life, learning is the key to survival. We stand

in an era characterized by space shuttles and the extension of the human brain by computers. Americans, more than ever, find a need for increased knowledge, understanding and added learning opportunities to cope with these changes. No wonder education is sometimes defined as "increasing the level of understanding."

Advancing the frontiers of knowledge, and passing that knowledge on to students, is getting more costly, too; both to educate the students and to train the teachers.

Many of you in this room and people throughout the nation are guilty of constantly clamoring for quality education. Might I add that I am no exception. But, what does quality education really mean?

If ten people from all walks of life gathered in a room--educators, parents, politicians, students, businessmen, economists, sociologists and others--I would be willing to speculate that you would receive ten different, deficient depictions of what quality education signifies.

If we cannot reach an agreement on what quality education means; if we cannot reach a concensus on the purposes and goals of education, then we cannot possibly reach an agreement on whether success or failure is obtainable.

On one side, some people believe that education should experiment with British open concept, team teaching, individualized instruction, modular scheduling, alternative schools, trimesters, work-study programs or whatever to increase the quality of our educational programs.

On a different side, individuals think that we have strayed too far from the Three R's of "readin', ritin' and rithmetic."

And, yet on another side, there are those with the cynical, pessimistic opinion that, in reality, our elementary schools are "souped-up" day care centers and the secondary grades are detention centers which prohibit teenagers and would-be juvenile delinquents from the streets of our cities! Perhaps you might even contend that at least our high schools hold down unemployment between September and May.

In an interview last fall, former Texas Governor and Secretary of the Treasury John Connally addressed the issue of solving our unemployment problems. He contends that the way to deal with this staggering phenomenon is to begin with analyzing just WHO is unemployed and WHY they are unemployed. He feels, and I agree, that a high percentage of the unemployed are unskilled people, people who need training, and ladies and gentlemen, that relates directly to our educational programs, particularly vocational education programs.

We continue, as a Nation, to pour billions of dollars into creating jobs, attempting to solve unemployment problems, yet the numbers are by no means stabilized nor decreased, and we continue to add fuel to already rampant inflationary fires. Far too many people leave high school, and even college, with no REAL skills! Could the reason be that our programs in education are not getting at the real problems?

A poll of everyone present at this moment would no doubt indicate that public education affects each of us in different ways. Schools and educational programs, even vocational programs, must be judged first and foremost on the basis of how they affect young people-not on their ability to serve the interests of teachers; not on their ability to serve the interests of principals, superintendents, vocational supervisors or the education industry;

not on their ability to serve the interests of government bureaucrats or vested interests in the community--but on how they affect young people.

The changing nature of the job market means that educational courses must seek a broader basis. Education must satisfactorily match employment's needs with the demands of the labor market. And, this education must also provide the social mobility that satisfies human wants and needs. It must be meaningful not only in a social sense, but in a financial sense as well.

If education is indeed the key to solving the alarming problems of unemployment and high dropout rates, then discrimination among students in regard to their abilities must break down; discrimination among students in regard to the color of their skin or their socioeconomic backgrounds must be disregarded. Who can be denied the chance to become useful and productive?

We must be ever strong in our efforts to insure that vocational-technical education remains a strong and vital part of our educational systems. I was appalled several weeks ago when I obtained a copy of letter from the Secretary of Health, Education, and Welfare, Joe Califano, to Representative Daniel Flood, a member of the Education Subcommittee of the Committee on Appropriations in the House.

In Califano's letter he stated, "Vocational Education is one of the Department's least effective programs and Federal funding should be held level or reduced." If this is the mentality of the Secretary, then I question his dedication to an effective educational system in this country.

It is at this point that all of us who are acutely aware of the benefits of vocational education offered to the young people of this Nation; blacks, whites, and browns; should muster and fight this insensitivity

existing in the Nation's capital. If the Administration is forthright in its efforts to curb unemployment, I suggest that the President and his colleagues look at vocational education as a key.

The Senator for whom I work, Senator John Tower, is aware of the benefits and values associated with vocational education, and he is dedicated to advancing this aspect of education. I would wholeheartedly suggest that you develop a line of communication between the Congressmen of your states and yourselves to help insure that they, too, realize these values.

In the words of the ancient philosopher, Comenius, "...we must take strong and vigorous measures that no man, in his journey through life, may encounter anything so unknown to him that he cannot pass sound judgment upon it and turn it to its proper use without serious error. Some men have such weak intellects that it is not possible for them to acquire knowledge, and I answer, it is scarcely possible to find a mirror so dulled that it will not reflect images of some kind, or for a table to have such a rough surface that nothing can be inscribed on it."

Many things face the educational system of this country. A tremendous challenge confronts the system as it attempts to provide something for everyone. Every individual should have the opportunity to have some purpose in life based on his or her choice or his and her ability, regardless of their backgrounds, varied though they may be.

Education must be available to all our citizenry. But to be meaningful and fruitful such education must always take cognizance of the lasting worth and value of the individual. We must always be on guard against our education systems and institutions being administered and controlled from afar; administered and controlled by a bureaucracy which feels it and not

local people must guide our education system.

I believe it is time for us to realize that the day of the free lunch, the give-aways, is over. I believe it is time that we hold our public schools accountable for their products which are our young people. Let's make education flexible and changeable....a system that offers opportunities to all people in all types and in all walks of life, for all kinds of occupations. That means an education system responsive, NOT to a mass of people, but to each and every individual!

Dr. Wilbur A. Cheatham
Deputy Director
Office of Civil Rights
Washington, D.C.

AN OVERVIEW OF THE OFFICE OF CIVIL RIGHTS GUIDELINES FOR VOCATIONAL EDUCATION

Thank you very much, Alan. I guess some of you noticed that I smiled when you mentioned the Civil Rights guidelines. I'm going to talk about the guidelines and tell you as much as I know about them. We will talk about the guidelines and will talk about the process. We will also talk about the reason the Office of Civil Rights is issuing the guidelines and about some materials that we have that are related to one of the functions of our office. But, before that, I want to share a little story with you.

Someone asked me when I was coming down here what we were going to do about the minority students who get into good vocational education but, for various reasons, drop out. It reminded me of a story of a classroom teacher who was teaching one day in a vocational education program. During the day, she dropped something and she picked it up. When she picked it up, the kid in the front row giggled. She turned her head a minute and said, "What are you laughing about?" He said, "Well, I'm laughing because I saw your knees." She told this young gentleman to go home for a week. Later on in the day, she dropped something and another little kid further back in the room started giggling. She said, "What are you laughing at?", and he said, "Well, teacher, I'm sorry, but I saw your thighs." And she said, "You go home for a month." Late in the day she dropped something and went to pick it up, and this one kid in the back - a minority kid - packed his bag, got his hat and she said, "Where are you going?", and he says, "Well, you sent Johnny home for a week

for seeing your knees, and you sent Harry home for a month for seeing your thighs and, for what I saw -- my days in vo-ed are over!"

There are a number of reasons that minorities and females leave vocational education. On the serious side, however, we do have a very serious problem, and I want to address that problem. What OCR will be doing is to assist in finding some resolution to some of those problems. I want to tell you a little bit about the authorities that we enforce and then give you some statistics that we have picked up in our survey. Frankly, we have had to confront in court by other people using statistics very much the same as those that we have picked up and used them to get HEW to establish a more forceful compliance program.

The guidelines to be issued describe responsibilities of recipients of federal funds offering or administering vocational programs. They derive from Title VI of the Civil Rights Act of 1964 and the implementing departmental regulations 45CSR80. Title IX of the Education Amendments of 1972, and the implementing departmental regulations 45CSR586 and Section 504 of the Rehabilitation Act of 1973 and the implementing departmental regulations 45CSR584. The guidelines will set forth the requirements of civil rights authority applicable to vocational education programs. They will be issued as a result of civil rights statutes enacted by congress, departmental regulations issued under such statutes, and injunctive orders issued by the United States District Court for the District of Columbia and Adams vs. Califano.

They are also being issued because the department has found evidence of continuing discrimination in vocational education programs.

The legal basis for the guidelines, Title VI of the Civil Rights Act of 1964, prohibits discrimination on the basis of race, color, and national origin in any program or activity receiving Federal financial assistance. The Department of Health, Education, and Welfare issued regulations implementing Title VI in 1964. Title IX of the Education Amendments of 1972, prohibits discrimination on the basis of sex in education programs receiving or benefiting from Federal financial assistance. The Department issued regulations implementing Title IX in 1975. Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap in any programs or activity receiving Federal financial assistance.

The Department issued regulations implementing Section 504 last year. The Civil Rights Statute and its implementing regulations apply to vocational education programs. In 1973, the Department of Health, Education and Welfare was sued for nonenforcement of Title VI in a number of education areas, including vocational education. As a result of this litigation, the Department was directed to enforce civil rights requirements in vocational education programs through compliance reviews, a survey of enrollments and related data, and an issuance of guidelines explaining the application of Title VI regulations to vocational education. The guidelines to be issued will meet the requirements of the cited civil rights statutes and regulations and the requirements of the Adams court order. They will not, however, delimit the statutory prohibitions against discrimination, rather, they will be derived from and provide information supplementary to the cited authorities, although comprehensively they will not identify every civil rights violation that may arise in a vocational education setting.

The guidelines will also be adopted because it is apparent, as I said earlier, that vocational education programs receiving HEW funds continue to engage in discriminatory practices identified in the Adams litigation and in the department's enforcement activities. Administrators of these programs need additional guidance and support from the department to meet their obligations to comply with the civil rights authority.

The Office of Civil Rights' 1974 survey of approximately 1400 area vocational schools found a pattern of segregation based on race and sex in schools and courses. At that time, 21 schools were exclusively male or female, 9 schools were all black, and 10 schools were all white. Thus 3% of the schools surveyed were totally segregated by race or sex. Further, a significant number of schools and courses were substantially segregated. 70 schools were more than 90% of one sex, 31 schools in areas with a substantial minority population were more than 90% white, and over 1000 schools, or 72% of those surveyed, offered 5 or more vocational courses attended solely by persons of one sex.

Information provided by the Office of Education's Bureau of Occupational and Adult Education for 1976 demonstrates that women are concentrated in courses traditionally identified as intended for women. Approximately 80% of the people enrolled in health occupations are women. Over 83% of those enrolled in consumer and homemaking education are women. Over 84% of those enrolled in occupational home economics are women. Over 75% of those enrolled in office occupations are women. Women constitute only 11.3% of the enrollments in technical programs, and 12.7% in trade and industrial programs, and only 11% in agricultural programs. Over one-half of the

black students enrolled in secondary vocational programs in 1972, were in home economics and office occupations, 22% were training in trade and industrial occupations, and 11% were enrolled in agricultural training. Only 3% of the black students enrolled in vocational courses were being trained for positions in health and technical occupations. Minority and female students were also underrepresented in apprenticeship programs.

In most states according to OCR's 1974 survey in vocational educational schools, fewer than 15% of apprentices were black and fewer than 5% were women. Handicapped students are not enrolled in significant numbers in vocational education programs. Instructors often are reluctant to accept handicapped students in regular classroom settings even when special accommodations are not needed. In addition, vocational education teachers are poorly prepared to assist handicapped students to complete their course work. And only 3% of all vocational education teachers have completed courses on special needs of handicapped students.

Since the Handicapped Regulations Section 504 is the most current, that's the authority where the Congress has only recently appropriated funds to establish a technical assistance program. That program is administered by my office and I have, for some of you who are interested in that area, materials that you can feel free to pick up after this meeting.

But in summary, basically what we are doing is deploying staff in the ten HEW regional offices to assist you and to assist the agencies that you work for in understanding what you are required to do under that regulation. Now as you know, we already have some technical assistance materials and services available in the Title VI area and in Title IX. Those areas will

also be strengthened. Basically the concept that you must remember under 504 and I pause to point this out to you at this point, is that we're talking about program accessibility which is very different than barrier-free design. And I hope you remember that, we're getting a number of questions from people in your organizations and others that are saying that they have to spend x millions of dollars to make a vocational program accessible to the handicapped, to make all of their programs, all of their facilities accessible. Well, it is true that there will be an expenditure of funds to make these programs accessible to the handicapped, but the thing that you must remember and write to us for material on this subject, is that we're talking about the concept of "program accessibility." That is, some of your facilities may need to be rearranged, some buildings may need elevators, all buildings will not, all programs or all buildings to house programs may not need to be made accessible. Every program however has to be made accessible. You can move programs from building to building.

Now I know we all feel that it is more difficult to do because of the equipment involved. However, there are still a number of areas in your field where programs can be moved so that handicapped individuals wishing to participate can be accommodated.

Vocational education training is often offered in locations and service areas that are inaccessible to minority and handicapped students. This is particularly evident in regional vocational schools located in suburban and rural communities.

Minorities, women, and men are poorly represented, as you know, in administrative positions in vocational education. In addition, they com-

prise a small percentage of the teaching staff and are disproportionately assigned to classes with predominately minority and female enrollment.

Finally, residents of large cities are often unable to raise sufficient funds for vocational education and do not receive Federal funds in proportion to their representation in the nation's population. The large cities which contain 69% of the population receive only 51% of Federal vocational education funds. This statistic was as of 1973.

Federal funds for vocational school construction have been used largely for area vocational schools operated by suburban districts to the distinct disadvantage of urban minority groups. There have been some improvements since the 1974 survey. Fewer schools are entirely segregated on the basis of race and sex. Some districts have made sincere efforts to uproot these discrepancies. However, we can bet that investigations and compliance reviews conducted by the Office of Civil Rights, demonstrate that serious civil rights violations remain in the following areas which we plan to address in the new guidelines. And those areas are: (1) distribution of Federal financial assistance for vocational education to school districts and communities, (2) access of students to vocational instruction which includes site selection of schools and facilities, (3) geographic boundaries for service areas, (4) numerical limitations on student admissions, (5) dual racial and sex restricted branches, annexes and courses, counseling for prevocational programs, (6) equal opportunity in the vocational instructional setting; including accommodations for handicapped persons, (7) student financial assistance, residential housing, and (8) comparable facilities. We also plan to address work-study, cooperative education, job placement pro-

grams, and apprentice training.

Employment of faculty and staff will be addressed. The proprietary vocational education schools will be addressed. It is our intent to have the guidelines divided into sections based on the categories that I just outlined. Now I will close with just a few comments on the process that will take place beginning within about a week. First of all, you should know that we had intended to circulate those guidelines at this meeting. However, this weekend is also the weekend when the Office of Management and Budget demands that the department have its final budget figures for 1980 to them and frankly there was just too much going on at the department in the last few days for the top administrative staff of the agency to focus on these guidelines as they wished. But the timeline is now. The guidelines will be issued next week and when I say they will be issued there will be a mass mailing of draft guidelines. In that mass mailing you will receive an outline of the key issues that I talked about and some additional issues that we want this organization and other organizations to address. The comment period will last at least 45 days and hopefully as long as 60 days and we are asking you to please get your comments in writing, get them to us during that comments period. In addition to that, we will be holding a public hearing for a workshop in Washington and some of you will be invited to that but all of you are invited to make your comments to us in writing.

Now I know some of you have some concerns that you may want to address today and I must tell you that I am now prepared to answer questions, these guidelines are not my basic responsibility, now as the deputy director for the office I do have some familiarity with them. We have some people here

however who do know a lot more about them than I do and I include in that group Phyllis McClure. Most of you know her, probably she can be responsive to some of your questions and concerns, and I don't know how much time we have for this. You have to indicate that, but we are concerned about your thoughts. But I must tell you again in advance I am not prepared to answer specific questions on the details of the laws involved with these guidelines. Although we will do the best we can. Do you want to take just a couple of minutes now? QUESTION "Where did the statistics come from?" ANSWER Those statistics were collected by the Office of Civil Rights in a survey in the winter of 1974. There were only about 1400 schools in the whole country as a basis of that survey and those were area vocational schools which as you know differ from state to state. In some cases they were high schools, in some cases they were vocational and technical programs in secondary schools, so it's a mix of programs at secondary, postsecondary levels. I guess the point we're making is minorities and women were being directed into clerical type training and of course home economics training, etc. That's where almost all of them were being directed in counseling. The counseling was directed at that to assure that was where they would fit, that's where they were more likely to get jobs. Of course, you know the statistics on many of them coming out of vocational training--there being no jobs for them in that area. QUESTION, COMMENT Probably you feel it's of no use. But I'll be optimistic, it's all so clear that you don't have any questions. Thank you very much.

The Honorable Wilhelmina Delco
State Representative
Austin, Texas

THE INVOLVEMENT OF BLACKS IN

THE VOCATIONAL POLITICAL PROCESS

Thanks Angie for that kind introduction. Somebody asked where I was born. I'll tell you I'm a native of Chicago. However, I do live in Austin and I do represent Travis County in the Texas legislature. Angie has been working very carefully with me and I'm afraid a little cautiously because, in case you have not heard, we have a new governor in the State of Texas. And, all of us are kind of sitting around waiting to see what this means to us all because this Mr. Bill Clemens (Governor elect) will be our first Republican governor in 104 years. And there isn't very much of a precedent for any of us in recent memory so we are in effect looking at a whole new ballgame.

More importantly for us though is a concern that I am reflecting as a result of having attended last evening in Austin a meeting of the NAACP. The guest speaker for that awards banquet was a general counsel of the NAACP who had a very sobering message for us all. That is "the war has not been won, folks; it has simply taken yet another detour." And it's a detour that represents some fairly obvious overtones for black people who have thought that the major battles of the struggle were behind us. Now we're merely into the implementation of the actions and the battles that have already been won.

Because the message that was given to us in Austin last night was one that said that now we have moved from the open battlefield and are now into the subtleties of people beginning to recognize those arenas that have been

victorious for us, mainly the courts, and are beginning to use those varied strategies against us. So we have to once again learn the language, figure out the rules, and hope to win a few rounds in this battle before they are on us again. I say that to you because when you feel that what you as educators or you as leaders in the business community, in the black business community hold out to our young people. I don't want you to think that when we talk as the gentleman who preceded me did about 2 million minority jobs you can go home and start ticking that off as progress in terms of black people. What has begun to happen in this whole area of new structure and strategy is when we were out there in the 1950's talking about minorities when they were whipping on people they meant blacks but now when they talk about benefitting people they're talking about women, and all sorts of other hyphenated groups that have discovered that they are minorities. We are still at the back of the line and the end of the bus.

I think that it is important for us to be serious about a process that is political in nature and will be responsive to those people who hold that process accountable. Black people have not been notably successful in doing this. We have been willing to go to the polls and vote and assume that all those great promises that were made to that point were made in good faith and we can go back to our classrooms and back to our offices and back to our businesses and our shops and assume that all will be well. Well that's not going to happen.

It has not happened and it's going to happen with lessening frequency until we become sophisticated enough politically to recognize that the name of the game does not end at the ballot box, it begins there. Until we start

making the people that we elect accountable to us up to and including the next time they run for election they are going to be satisfied to assume that once you get past the Democratic primary you can count on all the black folks to turn out to vote, to vote Democratic, and to ask for nothing of that process once the election has been held.

How do you go about changing this? How do you go about making sure that the process is accountable to you after election day? Well, first of all make sure that the people for whom you vote on election day recognize that you are there. It always amazes me as a resident politician how I can win by 50 votes out of say a hundred people voting. I get 51 votes and the day after election there are at least 250 people who swore they voted for me. The first thing that anybody does who runs for public office, is to look the next morning in the newspaper at those box by box totals to see in fact how they got elected. They are first of course interested in who voted for them, secondly they are interested in who voted, and thirdly they can afford to ignore those who did not. They are looking at percentages in that it is important for you as a group to make sure that when that victorious candidate looks at those box totals the next morning they see you--and they recognize that they have a commitment to you.

In the State of Texas we are often told that lobbyists are very bad people. The usual caricature of a lobbyist is a "great big fat" well-heeled person with a great big cigar and polished shoes that has dollar bills coming out of their pockets. Well I've got news for you. I've been in the Texas legislature for four years, I was just elected in November for my third term, I will be going in January--and I might add I was unopposed. I don't know whether that is good or bad, but I was.

I have always looked around for this big lobbyist because I thought maybe there is more than $600 a month for this job. I haven't found him. My impression of a lobbyist is someone who has a point to make and a point of view to project and they are paid to do that. My impression of a good lobbyist whether that person or that group is paid or not, is somebody, that when they call my office and my secretary says to me, "Angie Grace is on the phone," I see a face and recognize a cause. And that is what I recommend to you, that the people who represent your interests in the political process know that when you are concerned and your cause is at stake and you communicate with them they see a face and recognize a cause. That implies that they know you well enough before the cause becomes critical that they identify you and hopefully are receptive to you. Now that's a very important task, because in the State of Texas our legislature only meets 140 days every other year. Sometimes it is difficult to find those of us who consider ourselves only part-time legislators in that interim period and that presents a grave responsibility because the politicians are pretty well known for "ducking and dodging" too. But since we've become very visible at the time we need you it is important to you to make us visible at the time that you need us.

Once you are known to a politician it is important for you to deal in specifics rather than generalities. You can talk in terms of we want more jobs for our folks and that's fine, but there is not a politician living who will not say I'm with you all the way and I'll be going my "dead level best" to get that for you and they can be just as sincere but that does not represent commitment. What you have to do is to make sure that you are

specific enough so that you're talking about specific jobs, specific types of jobs - jobs that have upward mobility, jobs that have significant livable salaries, and jobs that have some prospect for having input in the policy-making level of that particular business or agency.

Because you have to be specific, it is important for you to be willing to do your homework and to develop the kind of information that you have so that when you go to confront a political person you can have something that will hold their feet to the fire, as it were. You can say to them these are the kinds of options that we see that ought to be available. We know that you are in a position to do something about them. We want to know that we will be sitting there watching you in the course of your making these decisions, so that when you come back to us we can base our support or our rejection on your specific accomplishments.

Now that type of action implies a lot of things, because it says there are those of us who work for state agencies that can't be upfront. We know that our lives are on the line. There are very few black people, particularly, who work for the sheer love of working. We work because we've got bills to pay, children to raise, and mouths to feed, so we can't always - even though our hearts might be there - step out front and be the visible manifestation of the cause. But, if we work in an agency, we can make sure that the information from that agency is available to the person who has to be up front. If we know that the figures have been distorted, and if we know that the picture is being painted incorrectly to say that a third of our employees are black and the assumption is that they are equally distributed through the agency when we know that well over three-fourths of that one-

third are cleaning up the bathrooms and mopping the floors. Then we ought to make those specifics available so that the person who is put on the spot can make intelligent responses or ask intelligent questions based on factual information.

What I'm trying to say is there is a role for all of us to play and not just say "well you know I work for the state, I work for the govenment and so I sympathize with you but I'm really in there but I can't do a lot." Oh yes you can. The same thing is true for people who have small private businesses and who feel that well as long as it doesn't really affect me I "better just kinda" stay out of here. It's like a prayer that I heard and it's one of my favorites really and it epitomizes some of the concerns that we have in our community. It goes, "God bless me and my wife, my son John and his wife, us four and no more, Amen." That's the thinking that a lot of us have. That as long as my turf is protected and I know where my living is coming from that I really can't afford to get out there and get involved in other people's problems because most black people are in the utter depths of poverty if they miss two paychecks, and I think that's important for us to bear in mind.

Most of us in the powers of state government represent line item vetoes; and all that man has to do is draw a red line and our jobs are gone. It is very significant for us to realize that what happens to my brother on the other side of town could very well have been to me.

Therefore I cannot emphasize strongly enough how important it is to realize that you have a role to play in this process. There's another factor in this that I think is important and that is if we have a tendency in groups like this to get a cause and to get very excited about that cause and to hold

that cause very close to our breasts, and to say this is ours and whatever fruits come from this cause we get the credit for it. What we have got to do if we're going to be effective in the political process is to recognize that politicians respond to warm bodies that can vote, and that we have a mission to include rather than exclude.

If all of us are in our 30's, we need to be reaching up to people in their 40's and down to people in their 20's. It is very important for us to expand our circle of involvement to make sure that, if we are going to represent a cause where all of the people affected by that cause are not only aware of it, but involved in it. Finally, we have to recognize that, if we are going to affect the political process, it is not going to be free and it is not going to be cheap. It always amazes me to know the number of people who think that by calling me and asking me to pick them up that I will get my gas free. You see, they are calling me so they don't have to use their car. When they come to my house to a meeting, they want to know what I have to drink, and they don't mean water. We never had people who will say why don't we send out a newsletter, or why don't we write people and ask them to participate and, at the same time, reach in their pockets to pay for stamps.

The political process will work -- we dare you to try to make it work.

Thanks for inviting me here today, and I wish for this organization a very bright and prosperous future.

Mrs. Paulette Robinson
State Supervisor
Business and Office Occupations
Ohio State Department of Education
Columbus, Ohio

TO BE BLACK AND QUALIFIED WITHIN ITSELF, IS NOT ENOUGH

Are you willing to challenge the system? If you are, is it because you are confident of your abilities? Do you feel powerless in challenging the system and if you do, is it because you lack confidence in your ability to challenge the system or is it because you see the system as being too big?

In addressing these questions, many blacks in the community and various segments of society have been and are frustrated by the "system's" programmatic shunting and often limiting their move into the hierarchy of organizations. It is an ever-present fact that a majority of black persons are held to the lower levels of an organization and are relegated to minor roles and have limited authority and responsibilities within the system. The disparity of black persons integrated throughout the system (whether business, labor, industry or education) remains unbalanced proportionally to the community at large and the population.

Many cases show that black persons seeking to integrate themselves into the system are defeated or stymied due to three prime factors which foster the process of discrimination or institutional racism.

FIRST: Black persons have not developed a political base to become intricately involved and effective in determining the needed outcomes.

Our society revolves about a political base that perpetuated a system that delivers and receives rewards for specific participation. The cadance of the system, bureacratic and political, is aligned and tuned for those who

speak of "their" concerns. Those political concerns can and/or often superficial in nature, however, sufficiently visible to make the designer be "the good guy."

Blacks must address significant issues which affect them overall. Black persons must develop a political base which involves an effective coalition and supportive network. Blacks must become influential in the political process and challenge legislation, for the oppressed often stands outside the political process and this activity of the oppressed is from the perimeter of the focus which isolates and/or removes the individuals from the meaningful participation and input to critical decision points.

Leaders in the black community must develop the tactical skills and knowledge to initiate and promote issues that concern the total community at large. Those same leaders must get the support of the community and be able to develop the political strength to support these efforts.

SECOND: The black community must be willing to invest themselves in the "cause" and network that has shunted them from full participation. For too long, blacks have rarely invested themselves into the challenges, time-wise, politically, or financially.

To bring about change, significant developments or meaningful actions must occur over extended periods of time. The initiation and generation of these concepts for a tangent segment requires the commitment to organize and promote all of these elements (time and money). Because many blacks have been shunned from the political process, and the "inside" of the decisions to be made, the targeted population is constantly only reacting to what may occur. To encourage and attain full and meaningful input, blacks must demand full participation during all facets of the conceptual developments and at all levels.

THIRD: Black persons must accept a larger concept of mobility within their state and/or the nation.

The emerging program developments and expansion of all services in all segments of our society are demanding a need to staff those positions with key persons capable and knowledgeable of the task. Many reservations and past experiences of black persons transferring from one location to another (within the State or the Nation) have most often been approached apprehensively. The risk to the individual and the families' security was greatly jeopardized by relocation in a new area. A severance from the KNOWNS to the UNKNOWNS and the anticipation of questionable acceptance in a new location have often times generated uneasiness.

The apprehension and limited knowledge of new environments and conditions, for many blacks, suppress or deter positive consideration of new challenges or roles and responsibilities. These reservations must be overcome or set aside in order to challenge the system's structure.

Blacks for the next few years will be important individuals in the design of concepts promoted, however, the greater population of the capable black persons are centralized in one area or another. Further, there may be key persons in the localized positions which deters recruitment and selection of other minorities into positions.

Communication between blacks is drastically limited, which further fragments meaningful dialogue and a unified approach concerning the significant issues that affect black persons. Although there has been slight movement of blacks into administrative and supervisory roles, these persons are often found isolated and with limited support for broader influences.

IN CONCLUSION:

"TO BE BLACK AND QUALIFIED, WITHIN ITSELF, IS NOT ENOUGH", because blacks should be willing to challenge the system through a strong political base, whereby leaders and the lay community must work together at all times. Blacks must be willing to establish linkages with government, education, business, industry and labor to promote this strong political base. Blacks must be willing to take risks by being mobile within their state and the nation! Today's black is the pioneer for the future black and change can't be brought about by a few, numbers are very significant on the state, local, and the national level. Also blacks must be willing to invest themselves financially and by giving their time to ensure that full participation and support of the "cause" is carried on!

Dr. Jay Cummings
Director
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Dallas Independent School District
Dallas, Texas

IMPLICATIONS OF THE BAKKE DECISION FOR INCREASING BLACK PARTICIPATION IN VOCATIONAL EDUCATION

Since the U. S. Supreme Court rendered the 5 to 4 majority judgment for Allan Bakke, many opinions on the implications of the ruling have been voiced. Although affirmative action survived the decision, preferential treatment for blacks in terms of rigid numerical quotas did not. The impact of this new posture by the judiciary places a series of important questions before educators concerned with the concept of equal access. Due principally to this retreat from wholesome attempts to erase inequities created by centuries of institutional racism, discrimination, and unequal educational opportunities, we are left with some perplexing possibilities.

Chief Justice Marshall lamented about some of the retreats from the concept of equality represented by the ruling.

> "In light of the sorry history of discrimination and its devastating impact on the lives of Negroes, bringing the Negro into the mainstream of American life should be a state interest of the highest order. To fail to do so is to ensure that American will forever remain a divided society."

Any historical examination reveals that the concept of duality has not served Blacks well. Translated into action, the dual system brings us to a consideration of Plessey vs Ferguson, wherein the concept of separate and equal became a promise. The very structure of society with its emphasis on wealth and power ensured that education from this perspective would be separate and inherently unequal. Emerging from an unequal socialization process, Blacks were relegated to an inherently unequal existence based on race and class.

Although the problems of unequal access remain, some attempts to set the stage for remedies was seen in Brown vs Topeka, Kansas and the Civil Rights Laws. However, in spite of what seems like good intent, we need only examine the dire economic scenario for Blacks that faces us today.

Various reports placed the unemployment figure for Black youth in the forty - fifty percent range. Under close scrutiny, these percentages are usually higher, since they do not account for individuals who have abandoned the struggle for economic wholesomeness. It is against this bleak panorama that an analysis of the Bakke decision's impact on Black participation in Vocational Education will be made.

A survey conducted by the Advisory Council for Technical-Vocational Education in Texas revealed that "68% of the job openings in the state between 1976-85 will be related to vocational education programs." Some futurists have suggested that the rapid expansion of technology will result in the establishment of from twenty to fifty job clusters (families of careers) in the next twenty years that this audience has no knowledge of.

Balance these predictions against W. E. B. Dubois assertion that "the problem of the 20th century will be the color line", and the stage is set for some serious career and economic planning.

Against this back drop, let us examine some of the issues that have kept Blacks out of vocational education. They are as follows:

1. Vocational, Occupational, and cooperative education programs are for the less than able student.
2. Blacks and other minorities are directed into unfulfilling career opportunities by vocational counselors.
3. Propositional learning and procedural learning are distinct elements in the educational process.
4. Academic and vocational programs of instruction are incompatible.
5. Vocational education programs in secondary schools prevent students from attending college.

Although this list does not purport to be all inclusive, it represents a valid departure point for the analysis. Gordon I. Swanson, while discussing the Vocational Education Score card, cited some evidence gleaned from a longitudinal study entitled Project Talent.

> "A comparison of vocational and academic graduates without a college education reveals no difference in conversational interests, leisure time activities, and affiliation with community organization. The findings contradict the contention that vocational graduates are short-changed in the education of the whole person."

The American Institute for Research (AIR) in this study surveyed 10,000 vocational and 3,000 academic graduates selected from 100 high schools in 38 states. These young persons had been graduated from two to eleven years.

Since the popularity of community colleges has increased and youth unemployment has become a critical problem, the following findings aid in combatting the first issue:

> "Vocational graduates get their first full-time jobs after graduation much more quickly than do academic graduates."

Since the nature and intent of many action-learning programs have been significantly altered, the dissemination of correct information is vital. Blacks and other minorities cannot afford the luxury of one dimensional sources of information. In other words, all vocational counseling must include the parent and other concerned community persons as part of the decision-making apparatus contained in career planning and preparation.

Arguments abound regarding the value of propositional learning over procedural learning in educational programs and vice versa. This singling out of their incompatibility overlooks some of the fundamental findings of learning theorists. For example, the progressive educational proponents, as well as the "back to basics" advocates, agree on the need for products of schooling who are employable. Repeatedly, Black educators have called for the matching of teaching styles with the learning styles of students. Even the dichotomy of black educational thought articulated by Booker T. Washington and W. E. B. Dubois find some resolve in the demands of technological advances.

The advent of massive public education and compulsory schooling should have laid to rest the elitist claims of differences between vocational and academic education. Any vocational or academic education that does not transcend parochial thought cannot meet the needs of today's youth or

tomorrow's citizenry. The adaptability skills that are developed and honed in CVAE, D.E., ICT, VOE, Homemaking, and Industrial Education are transportable to any educational structure that features exploring, mastering, associating, and adventuring.

Follow-up studies and interviews with students in higher education and/or post-secondary training reveals that the spinoff skills from vocational educational programs facilitate entry into these options. As an example, students cited their ability to obtain part-time or full-time employment; thereby, enabling them to afford the training. Other examples are apparent when the unemployment scenario is closely scrutinized. The number of Black youth (between 40-50 percent) who are not gainfully employed, as well as the 4 percent for which statistics are not kept, reflect a population that is in need of every educational opportunity. This opportunity must be accompanied by a response from the economic sector suggesting that the egalitarian promises of the work place will not be met with retrenchment.

The implications of Bakke and the minimum competencies people in education signal forth an educational strategy akin to action learning as a means of matching social, economical, physical, emotional, and spiritual needs with an educational supply of Black and minority citizens. Even though preferential treatment was sliced in the Bakke judgment, we can overcome the temporary set-back by pressing for economic action that is affirmative. The press must be bolstered by the development of non-traditional students who understand and respond to the nature of the organizational world. Participation is a right!!

Mr. Wilton R. Greene
Director, Vocational Education
Mansfield School District
Mansfield, Ohio

INCREASED BLACK PARTICIPATION IN VOCATIONAL EDUCATION IS A MUST

The participation of blacks in skill trades has been on a continual decline since the civil war for the following reasons:

1. rise in power of craft unions and the apprenticeship system which systematically excluded blacks,
2. lack of vocational programs in schools or other training available to blacks, and
3. the change from agrarian to an industrial economy which locked many blacks to the very basic labor jobs.

The third reason has created a determination by many blacks to escape the laboring jobs by getting a college education and it was a valid premise until we became a highly industrialized society. Since 1940, this picture has totally changed but too many of us have fallen into either college education or vocational education thrusts.

The truth of the matter, neither can stand alone today because we need good basic education to be successful in vocational education. We as blacks must look at a total educational picture which will be constantly changing. In order to be more employable in the present and future, we must have a total education which will enable us to enter any field and aspire to all levels of job categories.

Blacks have lost ground continually in the skill and industrial world despite the advances of recent years because technology is changing so fast, our decline in these areas is accelerating.

We must get into leadership positions in vocational education in order to encourage and direct more young black people to pursue skill careers. We must also structure our higher education into a more comprehensive program relevant to black youth goals and prepare them for the type of society that will be here in the future. If we do not make some meaningful inroads into this problem soon, black people will be thrust into an economic slavery which will border on permanency for the unskilled and illeducated black.

Finally, we must have black vocational educators in leadership positions in order to be involved in the many emerging technologies. The emerging field of solar energy, personal computers, and many new occupations which are the results of these new areas in our technology, will offer many opportunities in the future.

Before I conclude this short discourse, let me quote some statistics and their implications. These statistics are taken from the Bureau of Labor Statistics Bulletin 1919.

1. 23 million workers are in goods producing versus 55 million workers in service producing occupations in 1975. The majority of future jobs openings will be found in the service industries because manufacturing jobs have been steadily decreasing since 1925.
2. Computer programmers show a projected growth of 25% through 1985. Data processing machine repairers will increase 100% through 1985.

In these two areas alone, black workers are about 1-2% of the workers in these categories. This is the picture in most all of the skill areas. From these examples, it is plain what our goal should be and the work which must be done if we are to get into the economic mainstream. This picture must be changed if black youth and blacks in general hope to get a share of the American dream.

Mr. Lester A. Kemp, Sr.
Assistant Director CETA
Mr. Maurice E. Wilson
Director Manpower Program
Miami Date County Schools
Miami, Florida

CETA YOUTH PROGRAMS IN MIAMI, FLORIDA

The Division of Vocational and Adult Education in the Dade County Public School System in Miami, Florida have been actively engaged in providing on-the-job training for in-school and out-of-school youth since the inception of CETA. Initially Title I funds were obtained to fund these programs, and after the Youth Employement and Demonstration Projects Act (YEDPA) was signed into law by the President in August of 1977, additional funds were provided for training youth.

It is the purpose of this talk to inform you as to why these CETA youth programs have been so successful. As soon as our vocational division was notified that CETA funds were available, we immediately wrote a project to request funds for the purpose of training in-school youth. Included in the project was a request for funds to employ an administrator to take charge of the program. We knew that the success of the program would be determined by the caliber of the individual hired to place the program into action. The superintendent of schools notified me that the job would be placed on a bid and that qualified applicants would be interviewed and finally one would be selected by a committee. It didn't take me long to identify the most competent vocational-teacher coordinator that was presently employed to operate a full time Job Entry Program (a program that operated like the proposed CETA programs were to function). It was with no hesitation that I took the positive approach, did a little research on school board rules and found the

appropriate rule that provided for a "direct appointment" of an individual. The direct appointment was written up and presented to the superintendent; it was accepted and was then taken to the "Board" for final approval. The board accepted the recommendation and the start of a productive team was under way. Of course I was quizzed as to why I recommended the individual for a direct appointment; it was easy to respond that this individual maintained better student and employment records than any coordinator in the country and that he was more successful with working with employers, businesses, and industrial establishments; we even have letters to our statements.

Mr. Lester A. Kemp, Sr. became a valuable member of our administrative staff and has been instrumental in obtaining over four million dollars of CETA funds to provide employment opportunities for youth and adult. Through a team relationship we were able to call upon Federal, State, County and local governmental offices for the purpose of obtaining on-the-job training opportunities for CETA clients. We have been successful in establishing cooperative relationships with many agencies and high level employment opportunities for our CETA participants.

The slides you are to see is only a sample of the contacts that were established and maintained by this dynamic person.

I would like to present to you may friend and administrative co-worker, Mr. Lester A. Kemp, Sr.

EDITORIAL COMMENT:

I regret very much that Mr. Lester Kemp's presentation outling the details of their program were not recorded. This was mainly because Mr. Kemp was the recorder for all of the sessions, and for some reason his

own presentation was not recorded.

Mr. Kemp's program was a basic "How to" approach in delivering voc ed services through the CETA program thrust.

Dr. Theodore A. Talbot, Vice President
Texas State Technical Institute at Waco
Waco, Texas

REALISTIC PARAMETERS OF TECHNICAL-VOCATIONAL TRAINING PROGRAMS WITHIN AFFIRMATIVE ACTION CONCEPTS

It is no longer business' sole responsibility to develop the skill competencies it requires. Public expenditure is becoming increasingly conspicuous in the preparation of manpower skills, and with tax dollars follow the public's demands and the commitment of the public sector for equal treatment under fair employment practices.

Traditionally, in-house training programs did not attempt to apply fair enrollment procedures to their activities. Not only were many not placed in any formal setting, but also teaching was done without much devotion to preparation or to a selected methodology; selection of trainees was whimsical and enrollment was often based on previous social ties or by the personal preferences of the supervisor.

No personnel evaluation documents standardized admission to training and even though admittedly present day evaluation documents are often too subjective, the weight of government funding for career development even in plants without government sponsorship brought many employers a step forward in committing themselves to finding fairer bases for admitting enrollees into training.

Stimulated by affirmative action practices, the objectives of training programs in recent times have become more clearly defined and even when government funds are not directly used to support the activity, management sets objectives which often lead to career development and upward mobility.

This directly or indirectly affects the goals of affirmative action plans and thus training becomes a tool in reaching desirable goals.

This paper, however, does not concern itself with the training process, but rather with the benefits that can accrue to a trained person in career advancement.

The benefits to trained manpower are almost exclusively bases on the effective utilization of the learned or acquired skill. Skill competence is not in an atmosphere conducive to economic enhancement and job security when the work assignments do not utilize it. Placement officers must therefore be aware of the fact that the skilled worker is best placed where he/she is close to the production hub of an operation.

Often manpower program evaluators use earnings as the main indication of a successful placement and though this may make the value of training appear effective, it may do significantly little to get the minority trainee into a long-term economic gainful situation. Sometimes minority trainees can be placed readily with big corporations whose aim is to satisfy affirmative action quotas or goals. A skill-trained minority may become a desirably ploy for this scheme. The employer willingly classifies the skilled worker accurately, but assigns him to a job station which does not provide him/her with an opportunity to ply his skill.

The skill-trained employee must be in a production line operation if he is to acquire job security. It seems quite possible that graduates of skill programs can be relatively more valuable to a small, viable company in which they become a measurable and depended upon member of the productive team than they may be in a fragmented, one-skill demand operation.

The economic enhancement of the skilled worker is closely tied to his

or her role in the productivity of an operation. When the job demand has little or no bearing on the core of an enterprise, what is needed is manning power rather than manpower skills, the quotas for affirmative action programs become a measure for employment and not necessarily the criteria for retention.

The heartland of meaningful placement is to be the productivity core of an organization. Persons placed in demanding work stations get the benefit not only of employer evaluations, but also through contact with the customers or other employers that can build a reputation which may lead to advancement even outside of the immediate operations. Trainees have better opportunities for futhering and expanding their careers when they labor within their skill competence.

Placement officers advising minority students should try to avoid placing them in cosmetic positions and such guidelines should be applied by employment counselors of minorities, if meaningful economic security is to be achieved:

1. The work station selected must be within the key areas and tied to production or to income generation of the enterprise, and
2. The impact of the employee's role must be measurable in terms of the organizational goals.

Dr. Gene Bottoms, Executive Director
American Vocational Association
Washington, D.C.

REMARKS FROM THE EXECUTIVE SECRETARY

Thank you, Dr. Moody. I appreciate this opportunity to speak with you and to tell you a few things about the Association and what it's about. I am very pleased to see you pursuing the topics being addressed. The Office of Civil Rights will be meeting with the AVA board on Monday afternoon to share with the board the kinds of information they were sharing with you. They'll have some problems in the area of equity that we must come to grips with and address. As a professional association, you should notice in the September issue of our update the resolution that our board approved this past July dealing with the issue of equity and minority participation in this Association. We will be collecting information from all of the divisions, affiliates and state associations that make up this profession at the end of this year to see what progress has been made toward those particular objectives. In this particular issue of the journal, there is an article by Jack Wells that raises a series of questions regarding the field that I think you'll be interested in reading.

We have made some steps in staffing the AVA office in our first year there. We have employed a young lady as director of publications and communications programs. I don't know whether you have met Don Thorpe or not, but we are very proud to have Don on the staff, and he's doing much of the work for us now in looking at the whole issue of youth unemployment, and we're expecting great things from Don. Stand up, Don, and let them see you. Don is a very capable young man, has a great deal of potential, and we think he is going

to be a tremendous asset to the Association as we work to improve the capacity of this field to serve the nation and its citizens.

There are some concerns that I have as I look across the nation. I'm very concerned with the lack of capacity that exists in the inner cities of America to prepare the citizens of those communities for jobs and for participating in the economic system. We certainly have problems in rural isolated areas, but it seems to me that in America's large inner cities we have some major gaps in the delivery of vocational and technical education. We could explore the past 15 years and could begin to ask the question why that exists. I refer you to a recent NIE study that looks at some of the reasons why vocational education is not moving very fast in inner cities. I recall Lyndon Johnson saying in the '60's that the Appalachia region of our nation represented the poorest and the highest level of poverty that existed. We saw his administration create a regional approach to addressing that had an approach if improving the capacity of communities throughout Appalachia to develop their people, their economy, and to make those communities better places. We see that it has paid off, because it was an investment in the strength of those communities, and that part of our nation is growing closer. We see new industry moving in and old industry expanding. But, for some reason, our nation has never invested its federal dollars sufficiently enough in the inner cities to build the capacity of schools and others to have the kinds of programs they need.

So, that's one of the major concerns we have in this Association. I do not believe that, until we address that issue, and I looked at a recent U.S. Office of Education study recently that said -- at the secondary level, inner cities of over 500,000 persons represent only 8% of the vocational preparation

training stations available, yet 22% of the people are in those cities. But we have a '76 piece of legislation in which the appropriations for this year could be $100,000,000 in capacity development in inner city schools, and the U.S. Office commissioner would have the authority to target those funds, and the Office of Education has yet to ever ask that those funds be authorized for that purpose.

It took a federal court judge in the city of Detroit to rule that they build four area vocational schools to serve in that inner city.

As I've traveled across this nation, the one thing I have discovered -- and I believe I'm right about this and I think we could collect evidence -- is that where you find comprehensive and intensive programs of vocational education for secondary youth, for postsecondary youth and for adults, that you find a different kind of economic climate. But, in many of our inner cities, that capacity does not exist. There are other inequities that exist in education, and in this part of education we, as a professional association, must begin to raise a consciousness level of every member regarding the obligations that we have under the law. As a professional association we have the obligation to create that dialogue. I think you'll see that reflected in our journal, a series of articles in the future will bring this point to the membership also through conferences and other efforts.

Dr. Moody, I appreciate this opportunity to visit with this group, and we appreciate your help and your strength in the Association. I commend you, and I urge you to continue to force dialogue and discussion within this Association regarding critical issues. Thank you.

QUESTION:

Dr. Bottoms, as a member of NAABAVE, I would like to ask you to say here publicly how the AVA feels about the OCR guidelines and whether the AVA board is going to support them, and whether the AVA board supports OCD's attempts to enforce civil rights in vocational education.

ANSWER:

Phyllis, the board discussed during September the guidelines. They were concerned at that time about the great amount of paperwork that was attached to that earlier draft of the guidelines, but the board elected not to make any comments regarding that effect for fear they would be perceived as being against the intent of the law to move toward the equity notion. The board will be hearing from the Office of Civil Rights on Monday, and it is my hope after that they will consider whether or not they want to go on record in support of the guidelines, or the intent behind them. But, we'll wait until after that to see what the board would intend to do.

Dr. Dan Dunham, Deputy Commissioner
Bureau of Occupational and Adult
Education
USOE
Washington, DC 20202

REMARKS FROM THE DEPUTY COMMISSIONER -
A COMMITMENT TO NAABAVE

Ferman, thank you very much. I appreciate the opportunity to appear on your program at this late hour. It has been a very busy day, this is number 8 and I am getting a little worn down; but I was just pumped back up by that exchange of warmth and care from you to Al and from him to you. He's one of the great leaders in vocational education. I'm very proud to be a charter member of this organization and I want you to know that is not a token issue with me. While I haven't met with you (NAABAVE) before today, in a formal way, I have been very much with your movement in vocational education. I don't just concur with it, I endorse it, and I will support it with every energy that I have, with every priority that we set and with every vision that we try to extend outward. I'm very serious about that. I'm not saying those things to make you feel good, or to make me feel good; but because I sincerely believe and trust what this organization represents. It's come into a position of extremely great influence in a very short period of time.

Each of you has dedicated your time, your energies, and your talents to work in the various ways that you have, including attendance here today, and in the work that you do at home. You contributed to what Alan can say about it and what it represents. It cannot be done by individuals. You cannot have the visibility, the accessibility, the quality that you rightly, richly deserve in vocational education as its leaders, its teachers, as counselors and administrators without unity and purpose. We have to meet the needs of

people who have been overlooked by the system whether they be black or white or any other color and we need you as an organization, as individuals in a way that we have never recognized before.

Your program topics for this conference are exciting and challenging to me. I am distressed that I have not been able to participate in sharing and hearing and learning with you. Your objectives are uncanny in their capacity to touch on my own objectives in vocational education, and my own objectives for this national organization for Black Americans in vocational education. We must discuss the critical issues affecting your participation in vocational education. We must together promote recruitment and retention of black students in all levels and areas of education. We must develop the research and data bank called for to develop a rational basis for funding to assure that funds are driven with attention to the civil rights that we all have the affirmative action that we need. We must have your input into a career education exchange system without which it will be not only short but barren. We must have your input in new and much more inventive ways than any others in the past have been able to muster so far to develop the new strategies for all levels of vocational education. And I think your greatest objective that signals to me your ownership of a part of the action is that which says to improve the image of vocational education. You are a part of that image.

I want to say to you three things, perhaps four things, that I intend to do as the Deputy Commissioner for Occupational and Adult Education with respect to helping you and I meet those objectives. And I say these out of considerable thought knowing that my own superiors will support me because they hold these same goals to be critical and important and to represent justice; I say those words on behalf of Ernest Boyer who has the emotional feelings about

these issues. In my bureau under Bill Young's leadership we will establish affirmative action goals, we will not just have a plan. We will insure that half of those people hired in the coming time that I am able to have any influence over will meet those goals in an orderly way and will represent Black Americans and other minorities and females in ways that will give us the opportunity to behave and to perform as an organization that surely represents the constituency that is there. We must place a high priority on race, color, creed, age, and handicapping conditions in our delivery of all aspects of vocational education. I will put a very high priority on the issue of placing Black Americans in those positions that become vacant. We will have goals. We will meet those goals. We will not treat them as quotas. Nor will anyone be driven to that attitude. But still we will set them, and we will meet them. We will give every energy to seeing that they are met in the term that I am in this position. As a political appointee, you know, I have yet to be confirmed in my position. I can come about and say a lot of things right now and have absolutely no responsibility for putting them into place until I am confirmed and that's not a specious statement at all, but one of great opportunity for me to learn and to get some energies moving and to create some perhaps moral and human spirit uplift in my own organization and part of that uplift will be to set goals that mean something and that are adhered to.

I will also assure you that I will work diligently to see that basic grant funding for vocational education is distributed by the new OCR guidelines and by the other initiatives and ventures of our office; to assure that funds are equitably distributed.

Within the next week the Secretary of Health, Education and Welfare will endorse guidelines for correcting problems of inequity, discrimination, and

proper alignments of districts, etc., in vocational education. I want you to know that I have a great deal of input into those guidelines and I hope that I can be recognized as their leading supporter from the standpoint of the Bureau of Occupational and Adult Education as I want to be involved in their implementation in that way. They are very useful guidelines, and I assure you that we will do everything within our prerogative to cooperate with OCR to see that they are complied with, not passively, not at a minimum level, but with a full measure that reaches for justice.

That same thing applies to discretionary programs and procedures. I assure you that we will require recipients to carry out affirmative action plans with respect to staffing projects for discretionary grants. I assure you that we will have more blacks on panels to review and you must insist on that. One out of five isn't enough. That's tokenism. I will not condone that.

--APPLAUSE--

And, finally, I am committed to developing with you exciting new programs to meet unique needs of black students of all ages, in all locations--urban, rural, or suburban. And that energy and that foresighted vision must come from you. I have never lived in a black community. I do not understand, or know, or feel or sense the culture, the history, the roots as you do. You must tune me up, because I want to know and I need to know. But I commit to you that we will put every energy behind your initiatives and your ideas as they address practical, reasonable ways for correcting the problems of the past and for preventing the problems of the past from being reinforced and remade in the future. This requires, above all, justice.

I'll turn to people like Ferman Moody who holds an important, powerful position at the National Center for Research in Vocational Education at the

Ohio State University and a long time and dear friend of mine. Back in our RCU days in Atlanta, and we won't talk about the "tee shirts" or none of those things like that, Ferm, but you've got a real pipeline into that NCRVE operation with this man, who is an intelligent, articulate, and able person to assure that there is justice there too, not only for the balances of the levels and the affirmative actions, but more importantly that black initiative is respected and responded to by the programs, both the discretionary and the targeted programs, of that National Center. I think we can do no less than that and you can ask no less of him than that and he can ask no less of you than that.

I'm getting a little tongue tied because I'd hate to count the number of words I've spoken today and I hope a half or a third of them have made sense to at least a few people.

Finally, very finally, there are eight initiatives that you heard about yesterday. You know that they wind around the same kinds of issues that are in your objectives. Perhaps the most broad-based one that we heard about from Bob Taggert and myself just in the last few hours, is a bold new venture to deal with problems of disadvantaged youth, and CETA through vocational education. You can make a lot of difference in whether or not that happens. You and I know, as Bob Taggert pointed out, that the constituency of the administration of the people dealing with CETA programs is typically younger than the age group here, younger certainly than the very predominantly white male population that I was just with and much more populated with minorities, particularly blacks. That is a major part of Taggert's constituency with all of the youth programs. We simply have to, my friends, make it not a contact, communication, coordination thing with vocational education and CETA but we

have got to be fully collaborative. It has to be made to work. There is too much hope there, too much support from resources and fiscal nature to turn our backs on it and not affect it and influence it.

The other initiatives will deal with the urban and rural problems of this country. I announced about an hour ago that one of the outstanding black educators in this country, Benjamin Witten, will join our staff on an inter-agency personnel agreement for the next seven months to handle the urban initiative. --APPLAUSE-- Ben is a personal friend of mine and that makes it easy to sit down and talk with him about our deep feelings and concerns. I learned more about black Americans from Ben Witten than I have from anyone else because he insisted, and I agreed, that I spend at least a day or two a month in Baltimore City in the three years that I was in Baltimore and I am proud to tell you that I did and that it made a difference in how I think and how I behave and how I react. That is creditable to Ben; and much of it in terms of my attitude is creditable to Ferman Moody and in very recent days to Bill Young and Laurabeth Hicks and their staff and others on my staff.

We have other critical priorities of national interest; access, availability, data needs for vocations, equity and equality.

We cannot focus on the equity issue on the basis of sex stereotyping removal, while important, as the only thing through which vocational education influences equality and justice. The special needs programs clearly have been the front-end loaded piece of the action in vocational education in terms of attempting to deal with the disadvantaged many of whom in urban centers request represent the minority population.

I will not connect disadvantagedment with blackness, that is a tradition of social and economic events and situations that tends to be centered in

urban centers, tends to create disadvantagedment, disenfranchisement, and displacement that is unconscionable and must be turned back and around. We have good track records there but we are still not targeting our dollars. We are not doing more than the law intends.

The final initiative has to do with basic skills and I have had more arguments with that one, I suppose, than any because people say that that isn't the job of vocational education, that's somebody else's job--teaching reading, writing, and math--and I say as Boyer did yesterday, "basic skills cannot only be enhanced by vocational education, they can be developed and my friends we must do it there." We will see that the resources are made available there and you must help in that enterprise. I think you can see the connection. I suggested earlier the connection between your initiatives and objectives and those out of our office and the Department of HEW. We are very serious about this whole business.

I am flattered that you would ask me here, in the first instance that you would wait this late in a long day of work to hear my feelings and emotions put before you and I thank you for it. I thank you for people like Al Sheppard, Ferman Moody, and my good friends Laurabeth and Bill and others on our staff who represent what you represent, the essence of humility and humanity, the essence of willingness to be proactive participants in a society that is changing and will change much more rapidly in the next 20 years than we have ever experienced in our whole history. We need all of it. We need this organization and as I said at the beginning, I couldn't be more proud to be a member of any organization in this country than I am to be a member of this one. Thank you. --APPLAUSE--

Dr. Alan Sheppard
Associate Executive Director
Federal Council on the Aging
Washington, DC

PRESIDENTIAL ADDRESS

I want to take advantage of this opportunity to express my sincere thanks and appreciation for having had the opportunity to serve as president of this organization. Tomorrow morning at the business meeting there will be election of new officers and board members. Before expressing my appreciation I would like to offer just a few observations specially for those individuals who are just hearing about the organization.

I should hope that our members as well as those who are looking us over and maybe trying to decide just what we are all about. Whether to join or not, I do hope that you will be at the business meeting tomorrow. You will get an opportunity to examine essentially how the association performs its work, which is basically through committees. There are various committees that will be reporting including the legislation and advocacy committee and the committee on organizational relations, which is working to establish liaisons with other organizations, especially minority organizations that are either directly or indirectly related to what we are doing.

So hopefully you can attend that meeting tomorrow morning and participate in the real process of what this organization is all about.

Two questions that are frequently raised about this organization are: What relationship, if any, is there between this organization and AVA? and is NAABAVE membership only open to blacks and/or other minorities? This organization was organized essentially as an independent organization, free of any ties or alllegiances to anyone. It was organized as a profes-

sional body, however, the organization does seek to work with and will diligently pursue all opportunities to cooperate with AVA and any other organization that can help to facilitate the goals and objectives of this organization. Obviously the lack of minorities in leadership positions in AVA has been a source of concern to all of us. Personally, it has been frustrating for a very long time. Ever since my first trip to AVA, I think I was walking around in a daze the entire time I was there. Last December at Atlantic City convention Charles Nichols and I met with the AVA Board of Directors, and we talked very candidly about this organization. We shared literature and other kinds of materials that we had, and I think as a result of that meeting and that exchange of dialogue, we came to a pretty good understanding. We do now have associated membership status with AVA which simply means that we have a liaison representative serving on the AVA Board of Directors, who has an opportunity to represent us, to add items to their agenda for discussion that we feel are germane to what we are all about. For example, these guidelines from the Office of Civil Rights.

We strongly encourage our membership to participate in AVA, since the central action of vocational education takes place in AVA. It's within these meetings that are going on right now that we need to be represented.

I'm sure most of you are aware of the fact that there is a recent journal in the field of education called the Journal of Vocational Education Research. I was elected to the editorial board of that particular journal and one of the things that concerned me, was the lack of blacks being on it or any other minorities being on that editorial board. And I made the observation this Friday evening when I was attending the editorial board meeting, that I am hearing you talk about who should be represented on this

editorial board. Are you aware of the fact that there is a group of historically black schools. I kept hearing that you got to have Minnesota, you got to have the Ohio Stare University, you got to have Penn State University. But what about Tuskegee Institute and Fort Valley State and Alabama A & M? So we made some nominations of individuals, from our black institutions.

We are very pleased to say that Dr. Arlington Chisman of North Carolina A & T was elected to that editorial board of the Journal of Vocational Educational Research. My point being, it's alright to do what we are doing now but we have to get together and look man at what's happening, and get in these meetings. That's why I say the worst thing that could happen now could be for us at this point to lessen our participation in the American Vocational Association. If anything, our efforts ought to be increased, with the knowledge that there now exists an organizational structure which we can identify with and receive support from on behalf of blacks and other minorities in vocational education.

Speaking further it was our opinion when this organization was formed that its make-up should transcend racial, ethnic, or cultural identities. What we are really concerned about are persons who are sensitive, compassioniate, and committed to increasing the participation of black Americans and other minorities at all levels in the broad field of vocational and technical education. Consequently, it is our hope, ladies and gentlemen, that we will have growing support in terms of our membership from both minority as well as nonminority group persons. This organization was not founded to be just a militant separatist group. Oh yes, we will complain if it is necessary. We will be militant if it is necessary. But we were founded on the premise that we are professionals. We want to be an important

professional-based group with an unyielding commitment to the increased participation of blacks and other minorities in vocational and technical education.

I do have some dreams for this organization--some short-term dreams as well as long-term dreams. In terms of the short term, we definitely need to continue to initiate a national membership campaign. We do need members. We need to make contact, continue our efforts with congresspersons and senators, especially our good brothers and sisters in the congressional black caucus. We need to continue our PR work because it is so vital to our survival. We need to continue the effort that we have begun, that is the development of this organization's first gigantic and critical project on behalf of its members, that is developing a job bank service. This service will be free to members of this organization and it is definitely needed. I have received so many telephone calls and letters, asking if I know someone that we can contact or, "we've got this position open" and it is kind of hard to make that information known when it comes in that way. We've got to develop a system whereby information can be made known to all of our members. We need to develop and implement a mechanism to disseminate this organization's goals and objectives on a massive scale. We need to continue to study, review, and make recommendations on the recently completed study that was done by our good brother Howard Randall in which he assessed the attitudes of black leaders from around the country on vocational education because those are definite clues on how we are going to have to address black parents and their kids about vocational education.

In terms of some intermediate and long-term dreams and goals, we need to do whatever we can to bring about a desirable level of consciousness on

the part of our black leaders in this country, especially those having national prominence and influence. We need to push for national hearings on vocational education for black Americans. Further testifying on legislative issues before the various congressional committees for such legislation can potentially impact on vocational education and manpower. We need to be developing ideas for engaging in meaningful research including, for example, an analysis of black staffing patterns at the local level in vocational education where integration has brought about the crimes and demotions that have profoundly damaged equal opportunity for many blacks at the local school level. Also research is desperately needed to accurately portray on a national basis the posture of black students who leave both secondary and postsecondary institutions. These are simply examples of the research that is needed and should be done by minority researchers which includes, asking the questions to be answered by the study, interpreting the data from the study, and most importantly drawing the conclusions from the study.

We need your help in identifying the critical research needs or areas of vocational education for their impact on black people.

Another dream is the establishment of local chapters of this organization throughtout the country because I think this is where our strength will eventually have to be, but there is no questions about the fact that we need to get our national organization in order first. We need to devise strategies that will effectively and meaningfully inform the black community (especially the urban or inner city community) of the opportunities in vocation and technical education in providing legitimate and viable alternatives for black students, as well as for adults. We need to continue

to explore the relationships that we would want to establish with other organizations as we have already mentioned. We need to develop and to continue our efforts to work with states in their recruitment and placement of blacks and other minorities in administrative and leadership positions and when we get comments like, "we don't know how to recruit," or "we don't happen to know of any strategies," we should be ready to be able to come up with an answer.

We need to provide a vehicle for explaining to minority parents and students the social and economic value of vocational and technical education. It is our hope that this organization can lend support in bringing about more visibility to vocational education for all ethnic minorities. We feel that given this visibility blacks, women, and other minorities would be the ones that benefit the most. The lack of minority participation, especially blacks, in vocational education is going to have economic repercussions in the next decade that will be educationally damaging, if we aren't very careful.

This organization's visibility, advocacy, and enthusiastic support for vocational legislation and for the special vocational programs that address themselves to special populations may possible become part of the solution to solve our economic problems.

As president of this organization I'm tremendously excited about its potential as a unified voice for black Americans as well as other minorities participating in the broad field of vocational education.

I would like to, at this time, point out to you a couple of other ways in which this organization has had some impact. I mentioned to you about the board meeting last year in Atlantic City. As a consequence of that

board meeting we do now have as we said a liaison representative, either the president or his designate, to serve on the board of directors whose expenses are paid by the board to attend all of the AVA board meetings. Further, the board of directors unanimously passed an affirmative action statement that I feel will have tremendous implications upon minority participation within the various divisions of the American Vocational Association as well as the state vocational associations.

This organization has helped to influence as evidenced by some White House reports that we are getting, that we will soon have the first minority chairperson and I know doggone well the first black chairperson on the national advisory council on vocational education.

Probably more than anything else in terms of the impact this organization has had, even at this point which is about 19 months, is the raising of the consciousness level of those in policy and decision making positions in vocational education in this country, that blacks and other ethnic minorities simply cannot be ignored any longer.

I think there is a sense of accomplishment in that many, many blacks feel that there now exists a mechanism through which indeed we can be heard. I would like to repeat an often made comment that I've grown accustomed to making--let us always remember those who pioneered the way for us, those who suffered inequities and embarassments, those to whom we can never, never repay, the older blacks, black men and women. Let us never forget that these were the trail blazers who made it possible for us to do what we are doing today. It is most difficult to put into words what it has meant to serve as president of this organization; especially in the formative stage of its development. This very youthful spirited, and fast

growning organization.

What a sense of satisfaction to know that I have the privilege to serve not just a large contingent of black brothers and sisters in vocational education, but a group of outstanding vocational educators. I challenge you today to stand tall and don't forget; don't forget that this unified voice for black Americans in the broad field of vocational and technical education can challenge anyone at any place on talent. You've seen it today. On leadership, scholarship, and true grit. If a president's administration is successful is usually can be attributed to those around him or her. Without a doubt this holds true in my situation. I can never really repay those who helped me so much--Angie Grace, our vice president, Angie stand please--APPLAUSE--. Delores Johns, who had to fill so many roles, but we just have to say secretary-treasurer, she has been more than that, Delores please stand--APPLAUSE--. And I would like all the members of the board of directors to please stand--APPLAUSE--. Thank you very much.

I can never really repay you for what you've done in terms of my presidency. I will always be grateful. On the day of his retirement the immortal Lou Gehrig said and I'd like to quote him, "I consider myself to be the luckiest person on the face of the earth." Although it was known at the time Lou Gehrig made this statement that he was dying. He was fighting to overcome a disease that would finally take his life at a very early age. Unpretentiously I feel that way right now for what has been my privilege, for what has been my job, for what has been a big part of my life since April 30, 1977, even before then in vocational eduation on behalf of blacks. I consider myself the luckiest person on the face of the earth for having had the opportunity to share and be one of the architects of this organiza-

tion. God bless you. God bless you and God bless this organization.

Thank you. --APPLAUSE--

MINUTES OF THE GENERAL BUSINESS MEETING

National Association for the Advancement of Black Americans
in Vocational Education (NAABAVE)
Second Annual Conference, Dallas, Texas

Minutes of the General Business Session
December 4, 1978

The Business Session of the Second Annual Conference of NAABAVE was called to order by Vice President Angie Grace, Convention Center, Room #230-231 around 10:30 a.m. Mrs. Grace's opening remarks included recognition and thanks to all committee chairpersons for activities executed prior to this conference at their personal expense in many instances. In addition, Vice President Grace relayed remarks from Dr. N. Alan Sheppard, NAABAVE's outgoing president, who had to leave the conference following the general meeting held on Sunday, December 3, 1978.

Dr. Sheppard, who was honored for his leadership and for the instrumental role he performed in the formation of NAABAVE at Sunday's general meeting; thanked the group for it's support and urged that continued support and patience be exercised for the coming year.

Dr. William C. Young, Assistant Commissioner USDE, was named parliamentarian for this session by the presiding officer. Copies of minutes of the previous business session and the proposed Constitution/Bylaws were distributed by Dolores Johns, Secretary-Treasurer.

Adoption of Agenda. Due to the delay in the opening of the meeting and the detailed voting procedure planned by the Nominating/Elections Committee, the presiding officer announced that the agenda would be as follows: reports of the Nominating/Elections Committee, and secretary-treasurer followed by the remaining committees.

Dr. William Merriman moved that the agenda would not be approved because of the order. After considerable discussion from the floor it was decided by common consent that the agenda would be as follows:

Minutes

Constitution Committee Report

Nominations/Elections (Establish Procedures for Voting)

Committee on Organizational Relations

Treasurer's Report

Legislation and Advisory

Membership Committee

Program Committee

Public Relations Committee

Job Information Services Committee

The Sex Equity Committee

Nominations/Elections Committee (Report of Election Results)

The minutes, read by the secretary, were approved by motion with the correction that the expected DE grant was $3,800 instead of $38,000. The question was made by the Executive Committee in view of the rise of expenses and the need to continue a concentrated effort and campaign to develop public relations and increase membership. After a lengthy discussion on the pros and cons of the dues procedure, it was pointed out by Mr. Theodore Talbot and others that the organization was still in the embryo stages having been existent for one year, April 30, 1978. Consequently it was necessary to vest organizational authority in the executive group. Many of the procedures called for by this body-quorums, etc. ascribed to well-established groups had

yet to be established for NAABAVE. It was urged that we move with patience and seek unity. The meeting continued. The following reports were presented:

1. Constitution/Bylaws Committee. Charles Nichols, chairperson, reported that the copies of the Constitution/Bylaws distributed needed refinement and asked that suggestions be forwarded to his committee. Mr. Nichols moved and it was seconded that the proposed Constitution/Bylaws be received and adopted. The motion was carried.

2. Committee on Organizational Relations. Dr. Laurabeth Hicks, chairperson, reported that this committee was in the process of determining, through a survey of committee members, the directions that should be taken by NAABAVE. Currently the report is incomplete and members were solicited for suggestions. The report was accepted by motion.

3. Nomination-Elections Committee. Dr. Ira Hicks, chairperson, gave the following report:

   a. The elections procedures used at this session were not advocated for future elections.

   b. The following procedures for voting were submitted:

      (1) Each eligible member will be given one ballot (members were given ballots as they picked up prelabeled 1977 Conference Proceedings).

      (2) The ballot will be voted by the member.

      (3) The marked ballot will be collected by the Nominations Committee and tabulated.

      (4) A plurality of the votes cast is needed to elect a candidate to office or a person to the Board of Directors.

      (5) The results will be announced immediately.

      (6) The certified ballot count will be final.

      (7) The voted ballots will be secured (kept) for a period of one year by the chairman of the Nominations Committee.

   c. Recommendations. The members of the Nominations Committee of NAABAVE recommend that:

      (1) The office of Vice President be changed to President Elect.

(2) The tenure of the members of the Board of Directors be for a period of three years. During the first two years (1979 and 1980) one-third of the board members will serve for one year, one-third of the board members will serve for three years. One-third of the members of the board will be elected each year beginning with the election of officers at the annual meeting of 1979.

(3) The President of AVA serve as an ex officio member of the Board of Directors.

(4) Representatives of business and industry serve on the Board of Directors.

(5) There be student representation of other than baccalaureate degree level on the Board of Directors.

(6) Persons elected to an office of the organization cannot serve concurrently on the Board of Directors.

(7) All areas of the United States have representation on the Board of Directors.

(8) Membership regions of NAABAVE be established to coincide with membership regions of AVA throughout the United States.

(9) Officers of NAABAVE hold AVA membership.

(10) Members who serve on the Board of Directors pick up their own tab for meetings, etc.

Respectfully submitted,

Ira Hicks, Chairman
Mrs. Rosa Burnett
Mr. Dennis Davis,
Mr. Leon Dishmon
Dr. Robert C. Haynie
Dr. Laurabeth H. Hicks

It was moved by Dr. Ira Hicks and seconded that the report be received. The motion was carried.

4. Elections Procedures. Questions were raised on the method utilized to select the original Executive Board members and nominees. After a lengthy discussion, it was decided by motion that nominations would

be made from the floor for the board. Names would be added on the ballot with the write-ins under the desired term of tenure. The adopted voting procedures were as follows:

a. Members are to vote for each individual under the designated term of tenure and the persons with the highest votes will be elected.

b. Fifteen persons are to be designated as the Board of Directors, therefore members would vote for five individuals in each category.

c. Persons could be elected in absentia.

d. Candidates for office were asked to respond to two questions on their views of priorities for NAABAVE and what kind of support they could provide to carry out the responsibility of the office sought.

e. Nominees for the board were asked to make a statement of introduction providing their name, position, and location.

In reply to the question, the membership secretary's duties were described as being responsible for keeping a record of the membership and sending out cards, etc.; the membership chairman would aid in the public relations and promotion as currently being pursued.

5. Treasurer's/Audit Report. Dolores Johns, treasurer, distributed copies of a financial statement as of November 30, 1978. The following information was provided:

a. The treasurer's report constitutes an unreconciled financial statement (Bank statement for November had not been received).

Total receipts for the period of April 26, 1978--November 30, 1978 were $12,124.65.

Total disbursements April 26, 1978--November 30, 1978 were $5,009.52 leaving a balance of $7,025.13.

b. It was recommended that the bond on the treasurer be raised from a coverage of $15,000 to $25,000.

c. Audit Committee Report. Elton Thomas, Program Officer, Texas Advisory Council, Technical-Vocational Education, Austin, Texas, member of NAABAVE's Audit Committee, reported that a thorough review had been made of the financial records-receipts, membership, and disbursements were in order and highly acceptable. A financial check revealed an overture of $4.23 which the treasurer is to account for upon the next reconciliation of the account. The treasurer's and auditor's report was accepted by motion.

6. Legislation and Advocacy Committee Report. Barbara Lett Simmons, chairperson, reported that several activities had been completed, including the representation of NAABAVE at the eighth annual legislative weekend of the Congressional Black Caucus in September. In view of the discrimination against minorities, women, and handicapped in hiring, salary, and promotion by local and state educational agencies and in response to the issue concerning the Department of HEW being required by an order of the U.S. District Court in Adams v. Califano to issue guidelines on how civil rights laws apply to vocational education, this committee submitted a resolution which advocated the following:

   a. That NAABAVE go on record with a strong endorsement of the guidelines of the U.S. Department of HEW on the application of Title VI, Title IX, Section 504 to Vocational Schools and State Department of Vocational Education,

   b. That the membership of NAABAVE educators/administrators individually and collectively write comments of endorsement and that they solicit local, state, regional, and national organizations to do likewise, and

   c. That NAABAVE request the Board of Directors of AVA to give its affirmative support to the guidelines and to enforcement of Civil Rights Laws by the Department of Health, Education, and Welfare.

This resolution was accepted and adopted. It was urged that the appropriate correspondence be sent to AVA and members.

7. Membership Committee Report. Ethel Washington, chairperson, presented the following:

   a. Charter membership certificates had been sent with a mailout containing copies of the Constitution/Bylaws and newsletters from the secretary-treasurer prior to this meeting.

   b. Plans are to expand and accelerate the membership drive.

   c. The current membership is 370 with 130 new members.

   d. Thirty-nine states are represented with Texas having the highest membership followed by Michigan and Virginia.

The report was accepted by motion.

8. Public Relations Committee Report. Rayford Harris, chairperson, reported the following activities:

   a. The committee had met on several occasions including with the Executive Committee to draw up a public relations program. Short and long-range goals have been established and are being pursued.

b. The Executive Board has allocated $1,000 to begin a public relations program.

c. A brochure has been printed for $450. A refund of about $30 is forthcoming due to supportive efforts of the printer.

d. Bill Stinson Gould Publishing Company has offered financial support in future public relations efforts.

e. Continued efforts are in progress.

This report was accepted by motion.

9. Program Committee. Ferman Moody, chairperson, reported that:

a. The development of six themes and solicitation of professional papers resulted in presentations in the format of a "Public Hearing," held on Sunday, December 3, 1978. The committee met with AVA personnel resulting in a listing of NAABAVE's agenda in the convention program. No expenses were reported due to the skillfulness in securing financial support.

b. Recommendations

(1) That NAABAVE publish a scholarly newsletter to be disseminated to the membership on a timely (quarterly or bimonthly) basis. Details of the newletter should be worked out by the board and the membership.

(2) NAABAVE and the National Center for Research in Vocational Education through its Vocational Academy jointly sponsor a spring conference during 1979 designed to address pertinent issues and concerns facing black people in vocational education. This effort could effectively deal with pertinent issues, strengthen public relations, and increase membership. The National Academy, recently organized, is committed to this type of endeavor and has some fiscal resources needed to bring some members together for joint planning purposes.

The report and recommendations were received and adopted by motion.

10. Job Information Services Report. William Merriman, committee member, reported the following for chairperson, Wilton Grene:

a. A job information system has been designed.

b. No commitment has been made to date as several aspects must be decided, such as fees for employers for job orders, the development of a sample resume for members, who will be serviced--i.e., vocational educators and related services.

c. Our applicants should be included in other job information systems such as AVA.

d. There is no intention to pursue reverse discrimination tactics.

This committee will continue to pursue solutions to the above. The report was accepted by motion.

A recess was called to secure another meeting room as the scheduled time slot was over, and the Elections Committee report had not been received. The business session resumed.

11. Sex Equity Committee. Pat Goggins, a member, presented a resolution on Black Concerns and Vocational Sex Equity. In recognition of the multiplicative effect that racism and sexism place on minority men and women, it was recommended that NAABAVE call upon state and local administrators to further opportunities for minority men and women who are students and employees in vocational education, especially those fields nontraditional for their sex. To accomplish the twin goals of the elimination of sex and race bias, seven policies and procedures were recommended for state and local administration (see attached).

It was recommended from the floor that the term blacks be used instead of minority.

The report was accepted and adopted with the recommended change.

Other Discussion Items. It was pointed out by Will Lewis that there were conflicting statements in the Constitution/Bylaws and many actions taken at this session were in conflict with the Constitution. The question was raised as to whether the Constitution was adopted. The secretary read the motion which stated that the Constitution report was received and adopted. It was reiterated that the Constitution/Bylaws chairperson had solicited suggestions. It was felt that copies of the Constitution should be sent to the members thirty days before the business meeting. It was moved by Ray Harris and seconded that in order to reconcile all suggested changes, a Constitution Study Committee be appointed by the presiding officer to review, and make

recommendations to the Constitution/Bylaws Committee. The motion was carried. The committee includes: Paulette Robinson, Joyce Fuller, Barbara Lett Simmons, Elton Thomas, and Will Lewis. The committee is to select its chairperson.

It was announced by the presiding officer, that all committee chairpersons now serving will do so until notified otherwise.

It was moved by Ray Harris and seconded by Barbara Lett Simmons that we thank the outgoing officers for their leadership and service. The motion was carried. A letter and/or resolution is to be sent to Alan Sheppard and other outgoing officers and board members. Ray Harris, Paulette Robinson, and Ethel Washington will complete this task.

In the absence of the newly elected president Charles Nichols, who had to leave the convention for an emergency, presiding officer Grace asked the newly elected Executive Board members to meet briefly at the end of this session. The meeting adjourned at about 2:45 p.m.

Dolores Johns, Recorder

NAABAVE--Report of the Nominations Committee

December 4, 1978 - Dallas, Texas

Recommendations

The members of the Nominations Committee of NAABAVE recommend that:

1. the office of Vice President be changed to President Elect.

2. the tenure of the members of the Board of Directors be for a period of three years. During the first two years (1979 and 1980) one-third of the board members will serve for one year, one-third of the board members will serve for two years. The other one-third of the board members will serve for three years. One-third of the members of the board will be elected each year beginning with the election of officers at the annual meeting of 1979.

3. the President of AVA serve as an ex officio member of the Board of Directors.

4. representatives of business and industry serve on the Board of Directors.

5. there be student representation of other than baccalaureate degree level on the Board of Directors.

6. persons elected to an office of the organization cannot serve concurrently on the Board of Directors.

7. all areas of the United States have representation on the Board of Directors.

8. membership regions of NAABAVE be established to coincide with membership regions of AVA throughout the United States.

9. officers of NAABAVE hold AVA membership.

10. members who serve on the Board of Directors pick up their own tab for meetings, etc.

Respectfully submitted,

Ira Hicks, Chairman
Mrs. Rosa Burnett
Mr. Dennis Davis
Mr. Leon Dishmon
Dr. Robert C. Haynie
Dr. Laurabeth H. Hicks

NAABAVE--Program Planning Committee Report

December 4, 1978 - Dallas, Texas

The NAABAVE Program Planning Committee for 1978 has experienced a very challenging, exciting, and enjoyable year in arranging the program that you are engaged in during this convention.

The committee commenced its work immediately following the appointment of members by the president. The first major meeting was held in coordination and consultation with the NAABAVE Board of Directors during the last weekend in April 1978. At this meeting the overall planning and direction of the assocation was outlined and the broad parameters for a successful program were established.

Following a series of ideas and discussions with committee members, combined with the observations by the Board of Directors, it was determined that at least six themes should be addressed during the AVA/NAABAVE program in Dallas. They are:

- Strategies for black involvement in the vocational political process
- To be black and qualified, within itself, is not enough
- The sex fairness movement with implications for blacks in vocational education
- Implications of the "Bakke decision" for improving black participation in vocational education
- Special interest topics of the membership

Since the time to deal effectively with each of these topics was quite limited, it was decided by the Program Committee to conduct a public hearing on the topics. The public hearing idea would create an opportunity for the members to be heard. Each Program Committee member, therefore, was asked to

solicit papers from the NAABAVE membership and other supporters of the association to effectively and professionally address these topics.

During the last weekend of September 1978, the Program Committee met in Dallas to finalize the detail arrangements of the AVA/NAABAVE program. It was at this time that the public hearings, the board meeting, the business meeting, and the reception were planned.

It is our sincere hope that the program will be successful and that we will begin to implement strategies for increasing black participation in vocational education.

In addition to the above activities, the Program Committee voted unanimously to make two recommendations to the board and the association.

Recommendation #1: That NAABAVE publish a scholarly newsletter which will be disseminated to the membership on a timely (quarterly or bimonthly) basis. This recommendation grew out of a need expressed by the Program Committee for the membership at large to get a greater service from NAABAVE. The details of the newsletter should be worked out by the board and the membership.

Recommendation #2: NAABAVE and the National Center for Research in Vocational Education through its National Academy jointly sponsor a spring conference during 1979 designed to address pertinent issues and concerns facing black people in vocational education. The rationale for this recommendation follows.

1. The National Center through its recently organized Vocational Academy is deeply committed to increasing black participation in vocational education.

2. The National Academy has as a part of its 1979 scope of work the implementation of a spring conference to advance the vocational needs of black people.

3. The Academy is sponsored and supported by the federal government through a major grant to the Center and has an administrative staff on board to conduct conferences and seminars nationwide on a variety of topics and issues.

4. NAABAVE does not plan a spring conference for 1979.

5. Jointly sponsoring such a conference could not only deal effectively with the issues but could also provide a great opportunity to increase NAABAVE membership.

6. The National Academy (the Center) cannot conduct a successful conference without NAABAVE's support and participation.

7. By jointly planning and sponsoring the conference one agency could complement the other.

8. The Academy has some fiscal resources needed to bring some members together for joint planning purposes.

The Program Committee sincerely requests favorable action on the contents of this report.

Respectively submitted by your committee,

Dr. Ferman B. Moody, Co-Chairperson
Ohio Program
Ms. Teresa Sams, Co-Chairperson
California Program
Dr. Sonny Bolls
Mr. Jesse Clemons
Dr. Isaiah Ezell
Ms. Angie Grace
Dr. Kay E. Kienast
Mr. Charles Nichols
Ms. Marge Riley
Dr. Theodore Talbot
Ms. Marie M. Tarbell
Mr. Elton Thomas
Dr. William C. Young

NAABAVE--Legislative Committee Report

December 4, 1978 - Dallas, Texas

Resolution

WHEREAS, minorities, women, and handicapped have historically been discriminated against and excluded from full and equal access to vocational programs, and

WHEREAS, minorities, women, and handicapped vocational educators have been discriminated against in hiring, salary, and promotion by local and state educational agencies, and

WHEREAS, the federal laws prohibit discimination against minorities, women, and the handicapped recipients of federal financial assistance, including vocational education schools and agencies, and

WHEREAS, the Department of Health, Education and Welfare has been required by an order of the U.S. District Court in Adams v. Califano to issue guidelines on how civil rights laws apply to vocational education, and

THEREFORE BE IT RESOLVED that NAABAVE go on record strongly endorsing the guidelines of the U.S. Department of Health, Education, and Welfare on the application of Title VI, Title IX, and Section 504 to Vocational Schools and State Department of Vocational Education, and

BE IT FURTHER RESOLVED that the membership of NAABAVE educator/administrators individually and collectively also write comments of endorsement and that they solicit local, state, regional, and national organizations to do likewise, and

FINALLY BE IT RESOLVED that NAABAVE request the Board of Directors of AVA to give its affirmative support to the guidelines and to enforcement of Civil Rights Laws by the Department of Health, Education, and Welfare.

NAABAVE--Research, Development, and Evaluation Committee Report

December 4, 1978 - Dallas, Texas

NAABAVE is in the process of developing several research projects that would help to bring about a better cooperation between the two organizations and between minority and vocational education educators and the vocational movement as a whole. The NAABAVE Research Committee is looking for ideas concerning how we as an organization might cooperate with AVA in furthering these aims.

Please number in priority order the ideas listed below and then suggest several ideas of your own that you feel that we should consider.

1. Provide linkage with secondary and postsecondary institutions to develop career ladders which provide an early mechanism for a potential leadership identification.

2. To establish a quorum at the local, state, and national level which can successfully articulate the needs and goals of NAABAVE.

3. To bring together the state association (affiliated AVA association) in endorsing and comprehending NAABAVE goals.

4. To obtain by natural assistance in a national effort to disseminate public relation materials regarding NAABAVE.

5. To mount a massive effort at state and national effort to a total integration of manpower needs and goals into specific legislation and programmatic efforts.

6. To provide various types of workshop activities to achieve the above data goals.

7. To assist in the dissemination of labor market needs and projections so that minority use may be assisted in preparing for sound and career decisions.

8. To assist in developing an interconnecting framework with colleges and universities to identify staffing leadership role needs and required educational experiences.

9. To provide AVA internships to minority vocational educators for potential leadership.

Dr. Dave Gifford, Chairman
Committee on Research Development
and Evaluation

NAABAVE--Public Relations Committee Report

December 4, 1978 - Dallas, Texas

Introduction

This writing is to report on the activities of the Public Relations Committee since our meeting on March 2, 1978.

Report on Assignment for 1978

On June 4, 1978, the Public Relations Committee chairman and three other members met with the Executive Committee of NAABAVE at the Shoreham American Hotel, Washington, D.C. President Alan Sheppard met with the committee and discussed meaningful ways to package and sell NAABAVE to all segments of the American population, both public and private sectors. In order to achieve this objective the committee listed the following taks for action:

1. Further discuss and identify public relations needs for NAABAVE and increasing membership--Long-range and short-range.
2. Develop time table for getting things done.
3. Discuss kinds of distribution materials needed.
4. Recommend budget NAABAVE will need in order to finance public relations activities.

After much discussion and brainstorming, the committee decided on three short-range goal projects that could be developed and implemented to meet immediate organizational needs.

The Public Relations Committee was allocated a $1,000 budget to accomplish the following:

1. Redesign and publish our organizational brochure inclusion of the new logo. The brochure should include information on who we are; what we do (as set forth in objectives in original pamphlet), and what are the benefits of the organization.

2. The second assignment was to develop leaflets that could be circulatd depicting the organization. Such leaflets could be distributed at conferences, annual meetings, colleges, secondary schools, and adult education classes.

   a. Discussion of pamphlet publication.

   b. Discussion of unpublished leaflets.

      (1) The purpose of the leaflet is to answer five basic questions. We need your participation and knowledge on the following questions:

         (a) How large is the black population in vocational education?

         (b) What are the general problems with blacks who participate in vocational education?

         (c) How do blacks compare with whites who participate in vocational education in terms of:

            1. Personnel
            2. Job Placement

         (d) How does NAABAVE support or purport to help improve the situation of black Americans and other minorities in vocational education?

         (e) Who speaks for black and other ethnic minorities in vocational education?

We need the answers to these questions to provide information on the current status of black involvement in vocational education to propose strategies for maximum participation as blacks for professional personnel, as students, and as educators resulting in a black agenda for vocational education.

Since it is impossible for the committee to convene as a whole (no budget for traveling and other expenses at this time) we ask your cooperation and further involvement by sending to the committee your thoughts and your suggestions.

In addition to the short-range goals indicated, we should be working on long-range goals as indicated in the minutes of our previous meeting. We can discuss such goals as we meet in this conference.

c. Discussion of "NAABAVE News and Notes"

(1) In conjunction with the aforementioned items a newsletter entitled "NAABAVE News and Notes" was to be published quarterly in cooperation with the president of NAABAVE.

d. Financial Report

(1) Budget allocated for development and publication of brochure.

(2) Budget allocated for publication of leaflets.

Discussion of the Role of Public Relations and its Effect on Recruitment, Increasing NAABAVE Membership

Example:

1. Improvement (if necessary) of the Newsletter.

2. It is (almost) impossible on a budget to send newsletters to all black colleges, universities, high schools, counseling centers, and adult education classes; but for the purpose of recruitment to set a yearly target to send a newsletter and/or pamphlet to as many of the aforementioned for the purpose of recruitment.

Summation Projection

If we are to improve on the involvement of blacks in vocational education it would indicate a greater effort in projecting the mission of NAABAVE. This would require a larger budget in order to enhance our affiliation through state and local channels. Also a larger budget is needed to necessitate distribution of NAABAVE objectives through other advocate groups and/or conferences and workshops at which we (the Public Relations Committee) could explain our mission objectives.

List of Other Committee Members on Annual Report Letter

Rayford L. Harris, Chairman
James A. Barge
Leona Jean Edwards
Alberta Henry
Carl Johnson
Dr. Ferman B. Moody
Mr. Jean L. Peters
Paulette Robinson
Dr. Jonnie L. Williams

NAABAVE--Executive Board Meeting Report

December 4, 1978 - Dallas, Texas

The parliamentarian, William Young, called the group to order in the absence of the newly elected president Charles Nichols. Congratulations were extended to the group with a reminder of the importance of their positions. The purpose of this informal session was to serve as continuity for the organization. Correspondence would be forthcoming from the new president.

Several recommendations were provided: (1) that the past president be appointed chairperson of the board. This recommendation is to be passed to the Constitution Committee; (2) that the president be advised to appoint a chairperson to work with Ferman Moody relative to a spring conference with the National Vocational Research Center; and (3) a newsletter coordinator, George Wilcox was approved. His duties are to secure news, and compile and edit it for a volunteer printer. The meeting adjourned.

Dolores Johns, Recorder

NAABAVE--Committee Report

Black Concerns and Vocational Sex Equity

The National Association for the Advancement of Black Americans in Vocational Education recognizes the multiplicative effect that racism and sexism place on minority men and women. NAABAVE believes that the promotion of sex equity in vocational education will also increase opportunities for minority students and employees.

Therefore, NAABAVE calls upon state and local administrators to further opportunities for minority men and women who are students and employees in vocational education, especially those in fields nontraditional for their sex. The elimination of sex bias will open nontraditional training opportunities to increase the participation of minority women and men in highly skilled vocational program areas and, thus, increase the likelihood of significant economic income gains.

In order to accomplish the twin goal of the elimination of sex and race bias, NAABAVE urges state and local administrators to issue and implement the following policies and procedures:

1. Analyze enrollment, completer and leaver, and employment data for existing patterns of sex and race stereotyping and discrimination which could form a basis for corrective action.

2. Establish a roster to identify minority men and women who are seeking teaching and administrative positions in fields nontraditional to their race and sex. These persons should receive additional attention from the local and state equity personnel to facilitate the employment of such persons.

3. Direct Sex Equity Coordinators to include representatives from the black and other minority communities at least in proportion to their presence in the state's population when the coordinator is establishing advisory committees or planning equity programs.

4. Include race and ethnic stereotyping as well as sex stereotyping in all efforts to eliminate biased curriculum materials and recruitment tools.

5. Direct Sex Equity Coordinators to include in all training materials and training programs information about the different needs and problems of minority women and men.

6. Write Local Plan Applications and State Plans for Vocational Education to state specifically how equal access for minority women and men is being accomplished.

7. Involve equal rights and civil rights groups in local and state sex equity efforts to improve vocational services to minorities and women.

Anne Boone, Co-Chairperson
Marie Mayor Tarbell, Co-Chairperson
Sylvia Cole
Pat Goggins
Cecilia Hawkins

National Association for the Advancement of Black Americans
in Vocational Education (NAABAVE)

Financial Statement
November 30, 1978

Balance Brought Forward, April 26, 1978 (Executive Board Report--includes $4,814.65 proceeds from Dallas Conference).			$ 5,846.65
Receipts			
Membership Fees		$2,280.00	
Proceeds from OE funding		3,998.00	6,278.00
Total Receipts			$12,124.65
Disbursements			
Postage			
Stamps for pre-convention mailing, membership cards, general correspondence		$ 415.22	
Clerical Costs (typing, etc.)			
Conference proceedings	$1,255.00		
Assistance to President	1,016.75		
Assistance to Secretary-treasurer	322.89	2,594.64	
Printing/Duplication Services (letterhead, envelopes, newsletter, constitution, and minutes)		202.21	
Miscellaneous			
Travel (Officers/committee members)			
President (funding sources, committee meetings,--Phila., MD, NC, AND VA).	383.25		
Secretary-Treasurer (represent president at Congressional Black Caucus Seminar, Joint Committee and Executive Board meeting) .	419.37		
Committee Members.	163.60	966.22	
Public Relations Committee		450.00	
Meeting Room and Refreshments (Executive Board, Joint Committee meetings)		182.55	

Total Receipts Brought Forward.		$12,124.65
Plaque for Reggie Petty, NACVE	$ 19.22	
Bonding Premium Balance	14.00	
Congressional Black Caucus Seminar Fee	125.00	
Bank Charges (cashiers checks)	3.00	
Mailgram to President Carter and two Senators (Full-Employment Bill backing)	8.85	
Rubber Stamp (return address)	8.21	
Shipping costs of brochure to AVA	65.25	
Reception fee for Reggie Petty	40.00	
Cassette tapes for Board meeting	5.15	
Total Disbursements		5,099.52
Balance, November 1978.		$ 7,025.13

APPENDIX

EXECUTIVE BOARD

OFFICERS

PRESIDENT . . . . . CHARLES F. NICHOLS
Minneapolis Public Schools
807 N. E. Broadway
Minneapolis, MN 55413

VICE PRESIDENT. . . . . WARNER DICKERSON
State Technical Institute
5983 Macon Cove
Memphis, TN 38134

RECORDING SECRETARY . . . . . PATRICIA GOGGANS
State Board For
Community Colleges
1525 Sherman, Rm 207
Denver, CO 80203

TREASURER. . . . . DOLORES JOHNS
Virginia Polytechnic Institute
210 Lane Hall
Blacksburg, VA 24061

MEMBERSHIP SECRETARY . . . . . ADA SHOTWELL
State Technical Institute
5983 Macon Cove
Memphis, TN 38134

BOARD MEMBERS

ANNE BOONE, Baltimore, MD
CAROL GIBSON, New York, NY
ANGIE GRACE, Austin, TX
WILTON GREENE, Mansfield, OH
RAYFORD HARRIS, Petersburg, VA
LAURABETH HICKS, Washington, DC
MARION JOHNSON, Columbus, OH
FERMAN MOODY, Columbus, OH
HARLAND RANDOLPH, Washington, DC
TERESSA ANN SAMS, Los Angeles, CA
FRED SINGLETON, Lincolnton, GA
ALFORD STONE, Huntsville, AL
ETHEL WASHINGTON, Detroit, MI
JONNIE WILLIAMS, Grand Rapids, MI

MEMBERSHIP

Membership in the National Association for the Advancement of Black Americans in Vocational Education is open to anyone involved or interested in the field of vocational education and its supportive services for the promotion of recruitment and retention of minorities in all areas and levels of vocational education and business, labor and industry.

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF BLACK AMERICANS IN VOCATIONAL EDUCATION

MEMBERSHIP APPLICATION, (DECEMBER 1 - NOVEMBER 30 ANNUALLY)

Name (Please Print) .....
Last First Initial

Title/Position.....

Mailing Address .....

City/State..... Zip.....

Telephone ( ).....Business /..... ( ).....Home

Date.....

Agency Affiliation.....

NAABAVE Membership (Check One)

____ Regular $ 25.00

____ Student $ 10.00 .....
College/University Where Enrolled

____ Institution $100.00

Signature .....

MAKE CHECK PAYABLE TO: NAABAVE

MAIL TO:

Ada Shotwell, Membership Secretary
NAABAVE
State Technical Institute
5983 Macon Cove
Memphis, TN 38134